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1911/12

Forty-Seventh Annual

# Tabor College Catalog

1911-1912

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OF THE  
UNIVERSITY OF ILLINOIS.



Tabor, Iowa







Forty-Seventh Catalog

# Tabor College

TABOR, IOWA  
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Vol. IX      BULLETIN OF TABOR COLLEGE      No. 4

Issued in May, July, September, December.

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Under Act of Congress of July 16, 1894.



## Tabor College

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### WELCOMES INVESTIGATION AS TO—

**ITS LOCATION**—Beautiful town, healthful and moral. Eleven miles southwest of Malvern on the main line of the Wabash and C. B. & Q. Railroads, with which it is connected by the T. & N. Railroad.

**ITS EQUIPMENT**—Good buildings specially erected, well lighted, carefully heated. Laboratories in Chemistry, Physics, Physiology, Botany, Biology, with latest apparatus, and abundance of it.

**ITS FACULTY**—Specialists in their several departments, with years of experience and with enthusiasm for the welfare of young people committed to their charge.

**ITS WORK**—Thorough, careful, up-to-date, first-class scholarship.

**ITS AIM**—Christian character-building, and an intelligent appreciation of relationship to each other and to the world, as expressed in Christ's Golden Rule of Service.

The Monarch Printing Company  
Council Bluffs, Iowa





## THE COLLEGE CALENDAR.

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1912.

Jan.	1—Monday.....	Registration for Winter Term
	2—Tuesday, 8:00 a. m.....	Recitations Begin
Feb.	22—Thursday.....	National Holiday
March	13-14-15—Wednesday, Thursday, Friday.....	Examinations for Winter Term
	15—Friday, 4:00 p. m.....	Winter Term Ends
	19—Tuesday.....	Registration for Spring Term
	20—Wednesday, 8:00 a. m.....	Recitations Begin
May	11—Saturday.....	High School Field Meet
	30—Thursday.....	National Holiday
	31-June 1—Friday, Saturday.....	Examinations for Spring Term
June	2—Sunday.....	Baccalaureate Sermon
	2-6—Sunday to Thursday...	Commencement Exercises

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### SUMMER SCHOOL.

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#### Six Weeks' Session.

June	17-July 26—	Special Teachers' Examination at Close of Summer School.
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Sept.	16—Monday.....	Registration for Fall Term
	17—Tuesday.....	Special Chapel Exercises
	18—Wednesday, 8:00 a. m.....	Recitations Begin
Nov.	25—Monday.....	Classes Regular for Tuesday Meet
	27-Dec. 3—Wednesday, 4:00 p. m., to Tuesday, 8:00 a. m.....	Thanksgiving Recess
Dec.	18-19-20—Wednesday, Thursday, Friday.....	Examination of Fall Term
	20—Friday, 4:00 p. m.....	Fall Term Ends

1913.

Jan.	6—Monday.....	Registration for Winter Term
	7—Tuesday, 8:00 a. m.....	Recitations Begin
Feb.	22—Saturday.....	National Holiday
March	19-20-21—Wednesday, Thursday, Friday.....	
	.....	Examinations for Winter Term
	21—Friday, 4:00 p. m.....	Winter Term Ends
	25—Tuesday.....	Registration for Spring Term
	26—Wednesday, 8:00 a. m.....	Recitations Begin
May	17—Saturday.....	High School Field Meet
June	5-6-7—Thursday, Friday, Saturday.....	
	.....	Examinations for Spring Term
	8—Sunday.....	Baccalaureate Sermon
	8-12—Sunday to Thursday..	Commencement Exercises

## BOARD OF TRUSTEES.

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**OFFICERS.**

MR. C. E. JONES, President

MR. M. C. GASTON, Secretary

MR. C. L. HALL, Treasurer

**Term Expires 1912.**

MR. MR. CHARLES ANDERSON, Farmer . . Farragut

MR. JOHN BARBOUR, Merchant . . . Tabor

REV. CHAS. HANLEY . . . Shenandoah

**Term Expires 1913.**

MR. C. M. RICE, Retired . . . Tabor

REV. P. A. JOHNSON, Sec'y I. C. H. M. S. . Grinnell

HON. A. B. THORNELL, District Judge . . Sidney

HON. E. B. WOODRUFF, District Judge . Glenwood

**Term Expires 1914.**

MR. C. L. HALL, Cashier State Bank . . Tabor

MR. F. M. LAIRD, Farmer . . . Tabor

MR. IRWIN A. LOOSE, Cashier Paul's Bank . Thurman

MR. ELBERT A. READ, Cashier Nat'l Bank, Shenandoah

**Term Expires 1915.**

MR. E. C. WOLCOTT, Gen. Sec'y Y. M. C. A., Sioux City

HON. W. I. SMITH, U. S. Representative . Co. Bluffs

E. W. DAVIS, Banker . . . Avoca

**Term Expires 1916.**

MR. W. H. WYANT, Real Estate . . . Tabor

MR. C. E. JONES, Farmer . . . Tabor

MR. H. T. WOODS, Farmer . . . Tabor

DR. F. W. LONG, President . . . Tabor

## COMMITTEES OF THE TRUSTEES.

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**EXECUTIVE.**

C. E. JONES, Chairman      FREDERICK W. LONG, Sec'y  
W. H. WYANT              JOHN BARBOUR  
CHARLES M. RICE

**WAYS AND MEANS.**

E. C. WOLCOTT                      FRED'K W. LONG

**FACULTY.**

FRED'K W. LONG      C. M. RICE      A. B. THORNELL

**LIBRARY.**

F. M. LAIRD                      I. A. LOOSE

**LOANS AND INVESTMENTS.**

C. E. JONES              F. M. LAIRD              H. T. WOODS

**DISCIPLINE AND DECORUM.**

A. B. THORNELL      F. M. LAIRD      CHAS. ANDERSON

**ENDOWMENT.**

FREDERICK W. LONG                      W. H. WYANT  
C. L. HALL                      C. M. RICE

## FACULTY.

## REV. FREDERICK W. LONG,

A. B., Tabor College, 1894; A. M., Mediaeval History and Literature, Tabor College, 1898; B. D., Chicago Theological Seminary, 1898; S. T. D., Kansas City University, 1910; D. D., Huron College, and Lawrence University, 1910.

**Inaugurated President June 9, 1909.**

**Elected Professor of History and Economics, 1911.**

## MARGARET LAWRENCE,

B. S., Tabor College, 1891; A. M., Tabor College, 1898; Student, University of Chicago, 1898 and 1903.

**Elected Professor of Mathematics, 1898.**

## JOHN FORSYTH CRAWFORD,

A. B., Princeton University, 1895; A. M., *ibid.*, 1897; Student, University of Berlin, 1895-6; Demonstrator in Psychology, Princeton University, 1896-7; Student, McCormick Theological Seminary, 1897-1900; B. D., McCormick Seminary, 1910; Student, University of Chicago in Philosophy, summer of 1911; Pastor, First Baptist Church, Beaver Dam, Wis., 1900-4; Professor of Psychology and Pedagogy, Grand Island College, 1904-07.

**Elected Professor of Pedagogy and Philosophy, 1907.**

## FRANK GILLILAND,

B. Lit. and O., Lima College, 1906; A. B., Tabor College, 1911; Student in Philosophy, Chicago University, Summer 1911; Superintendent, Township Public Schools, London, Ohio, 1897-1904; Instructor in English and Commercial Law, Lima College, Summer of 1906; President Toledo Commercial College, 1906-7.

**Elected Principal of the Commercial Department, and Assistant Professor of Philosophy and Pedagogy, 1907.**

## MYRON CLINTON GASTON,

A. B., Tabor College, 1901; A. M., Iowa State University,  
1903; Student, Chicago University,  
Summer, 1909.

**Elected Professor of Greek and Acting Professor of Latin, 1908.**

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## SUSAN GRACE JEWELL,

A. B., Tabor College, 1904; M. S., Iowa State University,  
1908; Tabor College Scholarship Student in Iowa  
State University, 1906 to 1908.

**Elected Instructor in Biology, 1908.**

**Elected Professor of Biology, 1909.**

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## OWEN L. LOVAN,

B. S., Ewing College, 1905; M. S., Kansas University,  
1908; Ft. Madison High School, 1905-6; Leaven-  
worth, Kans., High School, 1906-9;  
Leander Clark College, 1909-11.

**Elected Professor of Chemistry and Physics, 1911.**

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## EDITH B. CHANDLER,

A. B., Ripon College, 1904; Ph. M., University of Chicago,  
1911; Kgl. Friederichs Wilhelms University, Berlin,  
Germany, 1910; Instructor in French and Ger-  
man, Emporia College, 1904-5; French,  
German and Spanish, State Uni-  
versity, Vermillion, S. D.,  
1907-8; French and Ger-  
man, Huron Col-  
lege, 1908-  
1909.

**Elected Professor of Modern Languages, 1911.**

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## RALPH FORRESTER WILLIAMS,

A. B., Tabor College; University of California, on Master's  
Work, Summer 1911; Principal Heber Collegiate  
Institute, Heber, Cal., 1908-1910.

**Elected Professor of English and Oratory, 1911.**

GWENDOLEN GILLILLAND,

A. B., Tabor College, 1903, Instructor in the Academy.

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## COMMERCIAL DEPARTMENT.

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HERVEY G. ELLIS,

Cornell College, 1904-5; Cedar Rapids Commercial College, 1906-8; Taught in Commercial Department of Campbell College, Holton, Kans., 1908-1909; Principal of Commercial Department, Beatrice High School, 1909-11.

**Elected Principal of Commercial Department, 1911.**

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## CONSERVATORY OF MUSIC.

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NEILLE ODELL ROWE,

Oberlin Conservatory of Music, 1905; Post Graduate Student, Oberlin, summers of 1906 and 1907; Organist and Teacher, Marion, Ohio, 1901; Instructor Toledo, Ohio, Conservatory of Music, 1902-1903; Instructor, Fargo College, Conservatory of Music, 1905-8.

**Elected Director of the Conservatory, 1908.**

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HELEN HUNT SLOAN,

Oberlin Conservatory of Music, Violin and Voice, 1910; Soloist and Teacher, Ft. Worth, Texas, 1910-11.

**Elected Instructor in Violin and Voice, 1911.**

## TABOR COLLEGE

ART DEPARTMENT.

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MRS. ELEN GASTON HURLBUTT,  
Student Chicago Art Institute.  
**Elected Instructor in Art, 1908.**

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OWEN L. LOVAN,  
**Physical Director.**

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HARRIET KING AVERY,  
**Librarian.**

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SUSAN G. JEWELL,  
**Secretary to the Faculty.**

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ALBERT GRINNELL,  
**Office Secretary.**

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**ASSISTANTS.**

LOIS HUNTER, Library

HERMAN E. REDENBAUGH, Chemistry

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In the College Department the names of the Professors are arranged in the order of their election.



## ADMINISTRATION.

FREDERICK W. LONG N. O. ROWE  
M. C. GASTON J. F. CRAWFORD  
R. F. WILLIAMS

## M. C. GASTON      O. L. LOVAN      MISS JEWELL

J. F. CRAWFORD                      FRANK GILLILAND  
F. G. ELLIS                      R. F. WILLIAMS

M. C. GASTON    F. GILLILAND    HARRIET K. AVERY  
MARGARET LAWRENCE    O. L. LOVAN

FREDERICK W. LONG                      SUSAN G. JEWELL  
J. F. CRAWFORD

## J. F. CRAWFORD      O. L. LOVAN      R. F. WILLIAMS

PROF. FRANK GILLILAND, A. B.

## General Information

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### HISTORICAL SKETCH

[The following article was written by Ex-President Wm. M. Brooks for the twenty-fifth anniversary, and is reproduced here for the valuable historic matter contained, which is worthy of perpetuation.—F. W. L.]

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#### TABOR BEFORE THE COLLEGE.

The history of a community begins often a long time before the first settlement. As the roots of a tree, though out of sight, are essential to its growth; so the previous life of the first settlers of a place have much to do with its history.

Your time and patience would be exhausted with a detailed history, at this Jubilee, of the lives and experiences of those who first settled Tabor. Just a glimpse of some of these experiences will aid the imagination in filling out the picture.

George B. Gaston and wife, the first to plan for this settlement, were not people of unusual attainments. They had only ordinary opportunities for culture. They did not wish to be called "far seeing" nor to have any extravagant epithets connected with their names.

They had a large amount of common sense, quick sympathies, great hopefulness, business ability—a power of leadership calculated to inspire others with confidence, always inclined to look on the bright side, and with all an intense desire to be useful.

The long journey in 1840 to the Pawnee Indians near the present site of Genoa, Neb., gave them a thought of the possibilities of the West. Five years of trying experience in missionary work did not lessen their zeal—although a battle between the Sioux and Pawnee tribes, fought in front of their house when Mrs. Gaston was in delicate health, brought to them a life-long sorrow in its effect upon their only daughter who was born soon after the battle.

Their trip from Ohio and back again was no pleasure excursion. The Missouri River was full of snags. Navigation was slow and dangerous. Part of the journey was made by wagons up the Missouri bottoms, with the river in places fifteen miles wide.

Sometimes with wagon fast in mud and water, Mr. Gaston was obliged to carry, piece by piece, his whole load, including his wife and children, wading waist deep in water. They were detained some weeks at Bellevue, Neb.—sick with fever and ague, owing to the exposure of the trip. The privations, the lack of comforts, the anxious days, when life hung in the balance, will never be known.

After the return to Ohio, near Oberlin, in the summer of 1847, Mr. Gaston dreamed a dream—saw a vision—another Oberlin growing upon the prairies of the far West.

A year of consultation and prayer and a few—ten in all—were ready to make the venture, to go two hundred miles beyond the reach of railroads, and attempt to make the vision real. They settled near the present site of Percival. The postoffice was called Gaston, the town Eureka, the township or voting precinct Benton, and, in derision, the name "Civil Bend" was given to the settlement by the roughs who lived a few miles south of them in the "Devil's Bend." Only with experience can you imagine the privations of pioneer life, the annoyance and discomfort of living far from sources of supply.

Mr. Gaston had purchased in St. Louis a steam boiler and the necessary machinery for a saw-mill—there is plenty of timber in the trees about them—soon the mill will furnish them the lumber necessary to make their houses comfortable for the winter. Week after week they wait, hopeful though often disappointed. At last, when the cold weather is just knocking at the door, the boiler and machinery are landed and there is joy such as is only known to those who have waited long in hope. Now they can work in good cheer and all the past be forgotten. Hastily everything is put in place. Can you imagine the disappointment when the boiler is found

to be so defective as to be useless—four hundred miles from the factory?

This was not all. In the spirit of Oberlin they believed the scripture, "Inasmuch as ye have done it unto the least of these, my brethren, ye have done it unto me," included the black man as well as the white. They welcomed the children of a colored family to study in the same school house with their own children. Near them were those brought up under a different civilization. They could not understand the civilities shown to these colored people by the newcomers, and to teach them a lesson, they burned the school house where colored children were taught and in other things showed their disapproval in annoying ways. Whiskey was a common drink to the people, they found. Dry goods stores kept a bucket of whiskey upon the counter with a tin dipper and customers were invited to freely help themselves. Many Indians came to spend the winter and were dangerous when drunk.

Early in the history of these colonists they had occasion to show their temperance principles and their wisdom in dealing with the liquor problem as they found it. After navigation on the river was closed and no more whiskey could be shipped in that season, they organized and by a seasonable presentation of the matter took peaceable possession of forty barrels of whiskey, the entire supply, and kept it carefully guarded until the Indians were gone the following spring.

The Missouri overflowed almost all of the low lands two or three seasons they remained at their first settlement. In this overflow they heard the voice of God calling them to higher ground. Three families settled Tabor in 1852. Deacon Hall, who had come with them from Ohio, did not hear the call of God and ended his days in the first settlement. The days, the weeks, the months, were long. Unless others joined them their plans must fail. The following year their hearts were made glad in a rejoicing few can understand when the families of Origen Cumings and James L. Smith joined them, and

still more, when, in 1854, under the leadership of Jonas Jones, thirty-four were added to their numbers. Their hospitality knew no bounds. The meaning of the word can be fully known only in a new country. It was convenient for them to entertain friends and strangers under circumstances that would now be thought to be most inconvenient. What would be thought now of feeding and lodging twenty-two in an eight-room house or thirty in a five-room house and wood shed, for months at a time.

From the first Tabor decided questions by the majority rule. They met in mass meeting as in towns in New England, in the early history, and discussed all questions of public interest. At Thanksgiving they met at one common table. At Fourth of July they spread a table to which they invited all the people of the surrounding country, though you may imagine it made a great deal of work, there was no lack of good things to eat. The music and speeches were listened to with interest and these gatherings were a means of drawing the people nearer together.

The first meeting held in Tabor to discuss the question of establishing an institution of learning was held at the house of George B. Gaston, October 5, 1853. Rev. John Todd was chosen chairman and J. L. Smith, secretary.

At another meeting held December 7, 1853, a Board of Trustees was chosen consisting of Rev. John Todd, George B. Gaston, Origen Cumings and James L. Smith of Tabor, and John W. Smith of Civil Bend. Articles of incorporation were adopted December 26, 1853, under the name of "Tabor Literary Institute." The object as expressed was to provide for the rapidly increasing population of Western Iowa increased educational facilities to "harmoniously develope the moral, mental and physical powers of those who enjoy its privileges." They provided "That the privileges of this institution shall be alike free to both sexes and all races." The seal of this Institute, bearing the letters T. L. I., is still preserved in the vaults in Gaston Hall.

In 1856 prices were inflated, "Wild Cat Banks" established, prairie land which had just been bought for \$1.25 was assessed for taxation at \$10.00 per acre. But the financial panic in 1857 struck the West so hard that it took a long time to recover and the land assessed at \$10.00 per acre in 1856 was offered for sale nine years later at \$4.00 an acre, without finding a purchaser. It was difficult to find sale for wheat at 40 cents a bushel, and men tried in vain to sell corn at 10 cents a bushel. Some corn was sold in Tabor at 5 cents a bushel.

In 1857, just before the financial crisis reached the West, Origen Cumings went to Ohio, driving across Iowa to Tipton, taking nine days for the trip. The Burlington railroad was built to Ottumwa and the C., R. I. & P. R. R. to Iowa City. On recommendation of Prof. James H. Fairchild, Mr. Cumings engaged Wm M. Brooks, who had just graduated from Oberlin College, to go to Tabor as Principal of Tabor Literary Institute in the autumn of 1857.

The trip from Ohio to Wilton Junction, Iowa, was made by railroad, thence by stage to Tipton, then four days in a lumber wagon brought us to Grinnell. Five passengers with their trunks and other luggage crowded the wagon uncomfortably full, and at Grinnell Mr. Brooks took the stage for Tabor via Council Bluffs, 226 miles. Alexander and Alonzo Gaston walked across the state and made a little better time than those who rode. Mr. Brooks reached Tabor October 23, 1857, and began teaching November 3d.

Seventeen pupils were enrolled the first morning. Among them were Edwin S. Hill, for more than thirty-six years pastor of the Congregational Church at Atlantic, Iowa, and Harriet Townsend who, after twelve years of missionary work in Ceylon, went to the Spirit Land from the field of her chosen work. Four of the seven young men enrolled as students that first morning afterward became soldiers in the Union army during the Civil War.

Students increased until the room made to accommodate forty was crowded before the close of the first



term with sixty-three. Mr. Brooks taught the first term, besides the common English branches—Algebra, Geometry, Physiology, Latin and Greek—and also taught singing and other evening schools.

The results of the first two years were very satisfactory to all concerned. An exhibition at the close attracted wide attention and extravagant offers were made to Mr. Brooks to remain, but he thought best to adhere to his purpose and return to Ohio and study Theology.

The following year the school was taught only ten weeks with fourteen students. After correspondence, continued during the year, Mr. Brooks returned in August, 1859, and afterward no term of school was omitted. During the spring of 1861 some classes were broken up by students enrolling as volunteers for the war. Three different times many students in the Academy, subject to military duty, answered the country's call by enlisting in the Union Army.

The prospect for students was so discouraging that the Trustees thought it best to omit the spring term of 1861, but the principal relieved them of all pecuniary responsibility and insisted that since we had advertised school at certain times, we must keep our contract with the public if a school was to be built up, even if not more than half a dozen students came, and he proposed to take the tuition, whatever it might be, and pay the expenses of the school. The entire amount of tuition paid in that term was only \$88.00.

Students in these days know very little of the inconvenient quarters and crowding together of those who attended school in the early days of Tabor. Eight students boarded themselves in the two front rooms in Mr. Todd's house. One student who afterward became a Professor in the College, roomed for several terms in a garret in which the roof was too low, except in the center, for one to stand erect.

During the years of the Academy, 1857-66, there were probably one thousand different students, two hundred of whom taught in the Public Schools, some of them many years.

When we think of the influence of a single teacher upon the children and often upon the whole community, and in imagination multiply this by the number who went out from the Academy, we perceive that the influence of the school before the opening of the College was not insignificant. Many from the Academy went into business and some into the ministry without further study.

On November 21, 1865, "A committee, consisting of Rev. John Todd, Wm. M. Brooks and R. R. Hanley, M. D., was appointed to recommend a plan to give more permanence to Tabor Literary Institute." At a meeting held December 29, 1865, it was voted "That the corporation now known as Tabor Literary Institute be hereafter known as Tabor College." This action was, however, reconsidered at a subsequent meeting and correspondence was had with ministers and others in Western Iowa and Nebraska and some educators elsewhere. Prof. Fairchild, afterward President of Oberlin, said in his reply: "If you establish a College at Tabor somebody's bones will ache."

There have been many attempts to establish institutions for higher education in this vicinity; seven of them within twelve miles of Tabor. The nearest was at Loudon, one mile north of Hillsdale, where a town of several hundred people was gathered in a few months. An institution was planned with the high-sounding name "Columbia University." Sixteen thousand dollars was expended in enclosing a three-story brick building. After standing a few months without windows or doors it blew down, and thus ended "Columbia University." The doors and window sills were used in building Tabor Hall. The buildings of the town were moved and the place which seemed to be a prosperous growing town was soon only farm land. The other six institutions opened for students for varying lengths of time.

There were many other attempts to establish colleges in Western Iowa and Nebraska, but this is not the place to speak of them. They are only mentioned in this con-



nection because the special activity in this line in several places was a spur to arouse the people of Tabor to do better than their neighbors. Since there were plans for a College in so many places near us, Mr. Todd said surely it must be designed that one should succeed.

Perhaps the money expended on the schools might have been more wisely used, yet more costly experiments are often made in less worthy causes. I have no word of censure for those who have tried to lay foundations which have not endured. They have had discouragements enough and those who have done faithful honest work have not labored in vain.

When it was proposed in 1865 to open a College at Tabor, although that had been the original plan, there was no enthusiasm, and at the first meeting of the Trustees of Tabor Literary Institute called to talk of plans for securing funds for the College, one of the trustees went to sleep. For two weeks before the meeting of June 28, 1866, the College which had been talked about for six months, became almost the exclusive topic of conversation in private and at a public meeting called for the purpose. A report of the meeting of June 28, 1866, is preserved in "The Story of Tabor College," and need not be repeated here. Twenty-five thousand dollars was pledged within two weeks and this was soon increased to \$30,577, when there were not more than three hundred people in Tabor—none of them wealthy and none rich enough to indulge in luxuries.

To most of those who gather at the Jubilee this is a chapter in Ancient History. Of that company only two remain. One was a boy of 3 years of age on the first trip west, and now has grand children old enough for College; the other still living in Tabor and always a firm friend of the College, is one who, when others said they were ready to do all they could, he quoting the words of John Brown, said: "It is a mighty big thing for a man to do all he can," and they did what they thought they couldn't. Many other chapters in the history of Tabor might be written, but this is already long enough.

Nearly all the actors in these scenes have joined the invisible company of those, the music of whose voices is unheard by mortal ears.

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William M. Brooks served thirty years as President of Tabor College, and is now living in Los Angeles, Cal.

Successive presidents were Richard Cecil Hughes, John Gordon, and George Norton Ellis. Frederick W. Long was inaugurated as the fifth president June 9th, 1909. The college has been supported by gifts from people in Tabor and vicinity and donations from friends of Christian education. It now possesses an endowment fund of seventy thousand dollars and other parts of a plant for college work as described on subsequent pages, to the value of \$175,000.

A campaign for \$40,000 was closed successfully December 31, 1910, making \$51,000 now raised toward \$75,000, upon the gaining of which Mr. Andrew Carnegie has promised \$25,000 additional.

Friends of Christian education may give in the form of an annuity, and receive interest as income for the remainder of their lives, and have their gifts counted upon the endowment.

Those who are interested in this form of gift are respectfully asked to read the article on "Annuity Gifts," on page 93.

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### AIMS.

The college was founded as a pre-eminently Christian institution to educate teachers for the surrounding districts, at that time without schools; to fit young men for the ministry; to train young men and women for the missionary field and as a place whose influence should be for the right in morals and religion. Throughout its history it has not swerved from these aims, and out of its halls have gone young men and women as missionaries to all parts of the foreign fields.

No student is allowed to leave town without permission from the president, or principal of the conservatory

or commercial departments. Students withdrawing for the purpose of entering other institutions are given honorable dismissal when their conduct here has been satisfactory.

The college is under Congregational control, and is positively Christian in its influence, methods and ideals, but it is not sectarian. Members of all churches and of no church are welcome to its advantages, with the assurance that nothing in the spirit or work of the college will do violence to the most sensitive conscience. The General Association of Congregational Churches of Iowa endorses it, and a committee each year examines the work of the college and reports to the Association.

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## RECORDS AND EXAMINATIONS.

At the close of each term or oftener, at the discretion of the several teachers, examinations are held in each subject. The term standing is then made up by taking one-third of the sum of the examination average and twice the daily average. Students whose daily average is above ninety per cent may be excused from examination. Each absence from the class takes away from the final grade one per cent, and two tardinesses are in each case counted as one absence. This penalty may be remitted by faculty action. In the academy each absence must be accounted for to the principal and three unexcused absences suspend a student from college. Careful records of the standing of each student are kept and are open to the examination of students and parents at any time.

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## RELIGIOUS LIFE.

At the first opening of the college a student prayer meeting was organized to meet on each Friday evening during the college year. There has been no break in this series, and the meetings are still attended by a large number of students and are a very important factor in the religious life of the institution. They are led by mem-

bers of the faculty, students or pastors of the different churches in the town, or by other friends in Tabor who are interested in the student problems.

There are four churches in Tabor, the Congregational, Methodist, Faith Home, which maintains an orphanage and printing plant, and Christian. The largest of these is the Congregational, which at one time enrolled every adult in the town. The Methodist congregation has erected a new house of worship and the trustees of the college set aside two full scholarships to be sold and the proceeds used in the building fund. While smaller than either of the others the Christian church is an enthusiastic body of believers and wields a considerable influence in the life of the community.

The Young Women's Christian Association is thoroughly organized and in close touch with the great movements of that organization. Delegations are sent to Geneva each summer and to the state convention. Miss Margaret Lawrence, professor of mathematics, has been for many years a member of the state board. The local association gives each year fixed sums to two missionaries, one in China and another in Turkey, former students of the college. The May morning Breakfast by this organization is a fixed event in college life.

The Young Men's Christian Association is thoroughly organized and very active. The strongest students in the college are active members and earnest in their desire to promote the growth of the organization.

Each of these organizations holds a regular Sunday afternoon meeting at four o'clock and both are conducting mission study and Bible classes and have weekly cabinet meetings for devotion and study.

The daily chapel exercises are conducted by members of the faculty. Speakers from outside are often invited to occupy this time.

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## ORGANIZATION

The work of instruction in the college is arranged in six departments.

The College Department, by its complete four year courses, prepares students for further work in the universities as preliminary to a professional career, or for the larger problems of practical life as citizens. The work in this department is accepted at its face value in all of the universities to which students have gone.

The Academy was originally founded to prepare students for the college. That is still its main purpose, but its courses are so arranged as to give a training for citizenship under the best influences. The courses require three years of time but are so arranged that in that time students cover the four year course of ordinary high schools. Instruction is given by the regular college faculty and cannot be excelled in any other institution in this state. The administration of the college and academy is in the hands of the president or, in his absence, the dean.

The Normal Department was organized a few years since in order that teachers in the rural and graded schools might obtain a good preparation for their work. The course includes some elementary work in pedagogy and a three years course in studies which are best adopted for the training of teachers in these two grades.

The Commercial Department is designed to prepare students for places in offices or for managing business ventures of their own. The department has been fitted up in first-class style, and students receive all the advantages of the college culture and social life and literary societies, and also advantages accruing from contact with young men and women of high ideals who are gathered in the college halls.

The Art Department was founded almost at the beginning of the institution and now offers instruction in free hand drawing, water color, oil and China painting. Exhibitions of the Art Department are held from time to time and are arousing a great deal of interest.

The Conservatory of Music is also one of the oldest of the six departments. It is housed in its own building with an abundance of pianos for practice. A library of

several thousand numbers, together with the fine pipe organ in the Congregational church, add much to its efficiency.

The work of each of these six departments will be found in detail in subsequent pages of this catalog. They are all under the control of the president of the college, assisted by principals of the Conservatory, Commercial and Normal Departments.

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## METHODS OF INSTRUCTION.

The utmost freedom is enjoyed by each teacher in the college, academy, conservatory and commercial departments as to the methods of work, yet there is a co-ordination of the different departments which makes the spirit of college instruction a homogeneous whole. The science instruction is based upon the laboratory and the library affords material for laboratory methods in all the other departments. Recitations, lectures, examinations, written reports, consultation of literature are all used when occasion arises in each department. In the commercial department the instruction is on the actual business basis.

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## TEACHERS' CERTIFICATES.

Graduates of Tabor College who have completed twenty-one hours of work in pedagogy and nine in psychology as a part of their college course are given five year state certificates without examination by the State Board of Examiners. Students who have not taken this amount of pedagogy may obtain the same certificate by undergoing an examination on the professional subjects.

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## SELF SUPPORT.

The college does all in its power to assist worthy students, but cannot agree to furnish manual labor to all applicants. Ordinarily, however, for all the time



students can spare from their studies they can find remunerative employment in the town, if not about the college buildings. In this way a few students by frugality and hard work, meet all their expenses. At Tabor both the traditions of the college and public sentiment favor economy. Therefore, necessary expenses are so moderate that no young person, willing to work and in good health, need go without an education.

The Congregational Educational Society assists those in the college who are preparing for the Christian ministry.

The college has twenty-eight endowed scholarships, the income of which is used to assist students who, by residence at the college, have shown themselves to be of good character and superior scholarship. Beneficiaries of these scholarships must maintain a minimum of 70 in each study and a general average of 80, and take at least twelve hours' work. The assignment of these scholarships is under the supervision of the president, and executive committee of the college. All applications should be made in writing to the president.

One graduate from the College each year is elected to a scholarship in the State University of Iowa. This pays \$125 in cash per year, in return for which the student is to give to the University a certain amount of work in the way of assistance in the library or laboratories.

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## DEGREES.

Tabor College grants to its graduates but one degree, that of A. B. Graduates from the conservatory and commercial departments and academy all receive diplomas certifying to the completion of the courses.

## HIGHER DEGREES.

The degree of A. M. is given to graduates of this or other colleges of similar standing on the completion of a full year's work in residence and the submission of a thesis. No other degrees are given in course.

## REQUIREMENTS FOR ADMISSION.

Tabor College is a member of the college department of the Iowa State Teachers' Association and receives graduates from accredited high schools without examination.

Every candidate for admission must present, in addition to his certificate of graduation, a detailed statement of the work actually done. This statement must indicate the texts studied, the time spent upon each subject, and the grades received. It should also aim to supply whatever other information would be helpful in determining the applicant's qualification; and it must be signed by the principal of the preparatory school or by some other trustworthy officer. A suitable blank for such certificate will be furnished upon application.

The rules for accrediting high schools as laid down by the state university govern this college in its work. Graduates of accredited high schools who are deficient in subjects taught in the academy are classed as conditional freshmen and given a year to bring up these deficiencies.

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## ADMISSION FROM OTHER PREPARATORY SCHOOLS.

The requirements in all courses for entrance to the freshman class are as follows:

I. IN ENGLISH—All candidates for admission to regular freshman standing will be required to pass an examination in English, based upon and presupposing a minimum of three years work in preparation. The examinations will aim to discover the applicant's knowledge of English grammar, rhetoric, and the history of English and American literature, his proficiency in writing a simple, clear, idiomatic English style, and, finally, his familiarity with the English classics recommended in the "uniform college entrance requirements," or equivalents of those classics. The nature of the examination may be indicated more specifically as follows:



(1) English Grammar—A knowledge of its theory, as evidenced by ability to analyze sentences of ordinary difficulty, and a practical understanding of the construction of an English sentence in accordance with grammatical principles.

(2) Rhetoric—A knowledge of its principles and essential terms, together with ability to write correct English and to detect the errors of English style. The applicant's work will be expected to show a reasonably accurate knowledge of spelling, punctuation, idiomatic language, and division into paragraphs.

(3) History of English and American Literature—A knowledge of its origin, growth, great movements and periods, and representative writers.

(4) English Classics—By an "English classic," as the term is used in the schedule of entrance requirements, is meant a single work of a representative English or American author or a group of works having unity of method or purpose. For example, a single play of Shakespeare, or the first two books of Milton's *Paradise Lost*, or a novel of George Eliot or a selection of thirty or more of Addison's essays, would be held to constitute a "classic." The classics recommended are divided into two classes: first, those for general reading, with essay work upon topics suggested; and, second: those for careful study and analysis. The classics recommended for the prescribed course of 1909-1910 are:

(a) For General Reading—Shakespeare's *Merchant of Venice* and *Macbeth*; Henry Esmond; *House of Seven Gables*; Goldsmith's *Deserted Village* and *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *Vision of Sir Launfal*; Poe's *Poems*.

(b) For Careful Study—Shakespeare's *Julius Caesar*; Goldsmith's *Deserted Village*; Scott's *Lady of the Lake*; *Quentin Durward*; *Silas Marner*; Burke's *Speech on Conciliation with America*; Macauley's *Essay on Addison*, and *Life of Johnson*.

In connection with these or equivalent classics, the student will be expected to know something of the lives and character of the authors and to have some clear conception of their relation to their times and to contemporary literature.

In every part of the examination the English style of the applicant will be an important factor in determining the result. In the case of the examination in rhetoric stress will be laid upon ability to write as well as upon a knowledge of rhetorical theory.

The department of English will be glad to answer any inquiries concerning methods of teaching the various English courses and to furnish information as to the most satisfactory texts in all branches of the work.

II. IN HISTORY—General outlines of history. History of the United States. History of England. Civil Government.

III. IN MATHEMATICS—

- (a) Algebra, to logarithms.
- (b) Geometry, plane and solid.

IV. IN NATURAL SCIENCE—A knowledge of the outlines of the following subjects is required, with laboratory practice in physics, botany, and physiology. The texts named are merely to indicate the scope of the requirements. Great emphasis is laid upon laboratory work. Two term's work in botany is expected and at least three terms in physics required.

- (a) Physiology. (Colton.)
- (b) Elementary Physics. (Carhart & Chute, Gage Hall & Bergen, Woodhull.)
- (c) Botany, (Bergen's Foundation, Setchell's Laboratory Practice, or Coulter's Plant Relations.)

Bookkeeping may be offered instead of physiology and botany.

- (a) Grammar and Composition.
- (b) Caesar, four books, or equivalent.
- (c) Cicero, five orations.
- (d) Virgil, six books.

## V. IN LATIN—

For one year of Latin a year of higher algebra and trigonometry or history may be substituted.

## VI. ADDITIONAL FOR STUDENTS WHO TAKE GREEK—

- (a) Grammar.
- (b) Xenophon's Anabasis, three books.
- (c) Homer's Iliad, 2,500 lines.

Scientific students may omit one year of Latin and substitute:

German—Grammar and easy reading. Grimm's Maerchen or an equivalent.

The outline of requirements is in general a summary of the work done in the academy.

Should a graduate from an accredited high school fail in a continuation of a high school subject because of inadequate preparation he will be required to enter the proper elementary class in the academy. In such cases the facts will be reported to the accrediting officer.

Minimum college entrance requirements for Classical and Scientific courses:

	CLASSICAL	Semesters	Terms
Latin or Greek . . . . .	8	8	12
English . . . . .	6	6	9
Mathematics (Algebra, 3; Geometry, 2) .	5	5	7 ½
Science . . . . .	2	2	3
History . . . . .	2	2	3
Elective . . . . .	7	7	10 ½
Total . . . . .	30	30	45

	SCIENTIFIC.	Semesters	Terms
Foreign Language . . . . .	4		6
English . . . . .	6		9
Mathematics (Algebra, 3; Geometry, 2) .	5		7 ½
Science . . . . .	2		3
History . . . . .	2		3
Elective . . . . .	11		16 ½
Total . . . . .	30		45

## SPECIAL STUDENTS.

While every inducement is offered for students to obtain and keep regular standing in college classes and to complete a full course, students who find it necessary to do so are welcomed also to a special standing. The special students may select any subject or subjects in any department of the college for which they are fitted and pursue them for as long a time as they may wish. A careful record of this work is kept. It often happens that a young person has neglected his education until he has reached an age when a full college course is out of the question and feeling the need of better preparation for some particular line of work, is prevented from entering college by timidity. To these, especially, the college extends a helping hand and students twenty-one or twenty-two years of age are found in the junior academy class.

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## HIGH SCHOOL SCHOLARSHIPS.

In accordance with the action of the College Department of the State Teachers' Association, the honor graduate of each accredited High School will hereafter receive a scholarship in any college of the state.

This scholarship entitles the holder to free tuition throughout the Freshman year. It does not apply to incidental nor laboratory fees, nor to the Commercial or Conservatory departments.

The college authorities may give, instead, a half-scholarship, good for the whole college course, where the ability and worth of the student seem to warrant it.

For other scholarships see page 30.

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## FEES IN COLLEGE AND ACADEMY.

Tuition, per term .....	\$10.00
Incidentals, per term .....	6.00
Diploma, college .....	5.00

## Laboratory fees:

Chemistry, first and second term, each.....	5.00
Biology, per term .....	5.00

**SPECIAL**—Of all students in chemistry a deposit of one dollar per term is required to cover breakage. Any part of this fee unused at the end of the term is returned.

Academy sciences, per term.....50

For fees in the department of pedagogy, the department of commercial science, and the conservatory of music, see pages 58, 68 and 88 respectively.

By vote of the trustees, students are required to present treasurer's receipts not later than the first Tuesday after recitations have begun.

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## EXPENSES.

Rooms, everything furnished, including fuel and light, with board, may be obtained in private families at a cost per week of from \$3.00 to \$5.00. Students, according to their means, ordinarily spend \$140 to \$250 a year for living expenses.

## Courses of Instruction

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### COLLEGE DEPARTMENT.

#### OUTLINE OF COURSES.

The total amount of work required for the A. B. degree is 192 hours; each hour consists of one fifty-five minute recitation a week for a term. It is believed that this combination of required major and elective work represents the golden mean between the rigid lines of the old courses, the narrowness of the major and minor schemes, and the looseness of the free elective system.

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### COURSES OF STUDY.

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#### REQUIRED SUBJECTS.

English .....	24	hours
Foreign Languages .....	24	"
Mathematics .....	12	"
Science, with Laboratory Work..	12	"
History .....	12	"
Philosophy .....	12	"
Bible .....	6	"
<hr style="width: 10%; margin: 5px auto;"/>		
Total .....	102	hours

In addition to these required subjects for which no substitutes are accepted, applicants for the A. B. degree must present ninety hours, credit from the list of electives, but these elective hours must constitute a correlated course of study that meets the approval of the faculty.

At the beginning of the sophomore year each student may, and at the beginning of the junior year he must, elect one subject as a major, which he must pursue until major requirements are fulfilled. Students failing to make such elections within the time limit specified forfeit the privilege of election, and will be assigned to a course by the scheduling officer. When a student has elected or been assigned to a given department for a major course, the head of that department becomes his

official advisor on electives, and each preliminary schedule must be approved by him before it is submitted to the scheduling officer of the college.

To assist students in selecting their majors the following groups are published. It is expected that a student who takes his major in a department will pursue the course here outlined by that department, excepting slight variations to meet individual needs. But such departures must be approved by the faculty. All courses of the curriculum are open as free electives to any student prepared to take the work.

**1—Latin Major.**

Latin .....	36	hours
English .....	36	"
History .....	24	"
Modern Language	12	"
Greek or Extra		
Mod. Language..	12	"
Science .....	12	"
Mathematics .....	12	"
Philosophy .....	12	"
Bible .....	6	"
Elective .....	30	"

TOTAL - - 192 hours

**2—Greek Major**

Greek .....	24	hours
English .....	36	"
History .....	12	"
Latin .....	12	"
Modern Language	12	"
Latin or Extra		
Mod. Language..	12	"
Science .....	12	"
Philosophy .....	24	"
Mathematics .....	12	"
Bible .....	6	"
Elective .....	30	"

TOTAL - - 192 hours

**3—French Major.**

French .....	36	hours
Latin .....	24	"
German .....	12	"
English .....	24	"
History .....	12	"
Bible .....	6	"

Philosophy .....	12	hours
Mathematics .....	12	"
Science .....	12	"
Elective .....	40	"

TOTAL - - 192 hours

**4—German Major.**

German .....	36	hours
Latin .....	12	"
French .....	24	"
English .....	24	"
Science .....	12	"
Philosophy .....	12	"
History .....	24	"
Bible .....	6	"
Mathematics .....	12	"
Elective .....	30	"

TOTAL - - 192 hours

**5—English Major.**

English .....	48	hours
Latin .....	12	"
Mathematics .....	12	"
Modern Language	24	"
History .....	24	"
Bible .....	6	"
Science .....	12	"
Philosophy .....	12	"
Elective .....	42	"

TOTAL - - 192 hours



**6—Mathematics Major**

Mathematics .....	36	hours
Modern Language	36	"
Science .....	24	"
History .....	12	"
Philosophy .....	24	"
Bible .....	6	"
English .....	24	"
Elective .....	30	"

TOTAL - - 192 hours

**7—Philosophy Major.**

Philosophy .....	36	hours
Ancient Language	24	"
Modern Language	24	"
English .....	24	"
Laboratory Sci'ce	24	"
History .....	12	"
Bible .....	6	"
Mathematics .....	12	"
Elective .....	30	"

TOTAL - - 192 hours

**8—Chemistry Major**

Chemistry .....	36	hours
English .....	24	"
German .....	24	"
French .....	12	"
Mathematics .....	12	"
History .....	12	"
Philosophy .....	12	"
Bible .....	6	"
Biology .....	12	"
Elective .....	42	"

TOTAL - - 192 hours

**9—Biology Major.**

Biology .....	36	hours
Chemistry .....	12	"
English .....	24	"
German .....	12	"
French .....	24	"
Mathematics .....	12	"
History .....	12	"
Philosophy .....	12	"
Bible .....	6	"
Elective .....	42	"

TOTAL - - 192 hours

**10—Pedagogy Major.**

Pedagogy .....	24	hours
Philosophy .....	24	"
Languages .....	36	"
English .....	24	"
Mathematics .....	12	"
Science .....	12	"

History of Political Science .....	24	hours
Bible .....	6	"
Elective .....	30	"

TOTAL - - 192 hours

**11—History Major.**

History .....	24	hours
Political Science	24	"
Modern Language	24	"
Science .....	12	"
Philosophy .....	12	"
Mathematics .....	12	"
English .....	24	"
Bible .....	6	"
Elective .....	54	"

TOTAL - - 192 hours

**12—Political Science Major**

Political Science	36	hours
History .....	12	"
Modern Language	24	"
Science .....	12	"
Philosophy .....	12	"
Mathematics .....	12	"
English .....	24	"
Bible .....	6	"
Elective .....	54	"

TOTAL - - 192 hours

A year's work shall consist of three terms of sixteen recitations per week, each. Students who have completed the work of any year are placed in the next higher class. If their work shows a deficiency of nine hours or less, they are so placed provisionally for one year.



## HEBREW.

PRESIDENT LONG.

In the study of Hebrew, Harper's Method and Manual is followed quite closely during the first two terms. Special emphasis is placed upon reading, Genesis being mainly used for this purpose, and in addition to this there is some drill in sight reading, selections being taken from Judges, Kings, and Samuel. **Elective. Throughout the year, two hours.**

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## BIBLE.

PROFESSOR CRAWFORD.

A course is offered each year, one hour a week. It is required of all students throughout one of the years in the academy, one of the first two years of the college course and throughout one of the last two years. It is open to all students also as an elective.

The subjects of the courses vary from year to year.

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## MATHEMATICS.

PROFESSOR LAWRENCE.

I. HIGHER ALGEBRA. A thorough review of fundamental principles, followed by choice, chance, variables and limits, series, general theory of equations, and the solution of higher equations.

**Fall term, four hours.**

II. HIGHER ALGEBRA (completed). TRIGONOMETRY. Solution of triangles, goniometry, computation of logarithmic and trigonometric functions. **Winter term, four hours.**

III. TRIGONOMETRY (completed). **Spring term, four hours.**

IV. PLANE ANALYTICAL GEOMETRY. Loci and their equations, the straight line, the circle, the parabola, the ellipse and hyperbola. **Fall term, four hours.**

V. PLANE ANALYTICAL GEOMETRY (completed). DIFFERENTIAL CALCULUS. Elementary differentiation, expansion of functions, indeterminate forms, maxima and minima, and application to curves. **Winter term, four hours.**

VI. DIFFERENTIAL CALCULUS (completed). **Spring term, four hours.**

VII. INTEGRAL CALCULUS. Elementary integrals, integration of rational fractions, integration by substitution, parts, and successive reductions. Trigonometric integrals. **Fall term, four hours.**

VIII. INTEGRAL, CALCULUS (completed). HIGHER ANALYTICAL GEOMETRY. General equations of the second degree, higher plane curves, and solid analytics. **Winter term, four hours.**

IX. HIGHER ANALYTICAL GEOMETRY (completed). **Spring term, four hours.**

X. THEORY OF EQUATIONS. **Fall term, four hours.**

XI. ADVANCED INTEGRAL CALCULUS. Including definite integrals and their geometric application. **Winter term, four hours.**

XII. DIFFERENTIAL EQUATIONS. **Spring term, four hours.**

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## CHEMISTRY.

PROFESSOR LOVAN.

Twelve hours work in either chemistry or biology is required of all students, and forty-eight hours is open for election to all who are prepared to pursue that amount. The laboratory is well equipped with apparatus and material for the courses below, and will be open for work from eight o'clock a. m. until four o'clock p. m. every recitation day of the college year.

I. GENERAL INORGANIC CHEMISTRY. Recitations and lectures two hours, and laboratory work four hours per week following Smith's College Chemistry, and Smith and Hale's Laboratory Manual. **Fall term, four hours.**

II. GENERAL INORGANIC CHEMISTRY. A continuation of Course I. **Winter term, four hours.**

III. GENERAL INORGANIC CHEMISTRY. A continuation of Courses I and II. **Spring term, four hours.**

IV. QUALITATIVE ANALYSIS. A course in the determination of the metals and acids, accompanied by lectures and readings on the production, uses, and metallurgy of the metals, and such problems of Physical Chemistry as apply to the laboratory work. One lecture and sixteen hours laboratory. **Fall term, four hours.**

V. QUALITATIVE ANALYSIS. A continuation of Course IV, beginning also the work of Course VI. **Winter term, four hours.**

VI. QUANTITATIVE ANALYSIS. This course is begun in the preceding course and covers the simpler processes of Quantitative Analysis by both gravimetric and volumetric processes. Substances analyzed are approximately pure samples of minerals or industrial products. The problems of physical chemistry met with are discussed, and many stoichiometric problems are solved. One lecture or recitation and six hours laboratory work. **Spring term, four hours.**

VII. ORGANIC CHEMISTRY. Lectures and recitations on the aliphatic compounds, with the preparation of representatives of the important classes. Two recitations or lectures and four hours laboratory work. **Fall term, four hours.**

VIII. ORGANIC CHEMISTRY. The aromatic series treated as in Course VII. **Winter term, four hours.**

IX. PHYSICAL CHEMISTRY. A short course of lectures and recitations on physical chemistry, the aim of which is to correlate the problems discussed in courses preceding and call attention to the importance of this branch of chemical thought. Two lectures and four hours laboratory work. **Spring term, four hours.**

X. PHYSIOLOGICAL CHEMISTRY. A study of the foods and food-stuffs, the digestive fluids and their effects on food, the various tissues of the body and their components, the blood, urine, and other fluids. One lecture and six hours laboratory work. **Fall term, four hours.**

XI. PHYSIOLOGICAL CHEMISTRY. A continuation of Course X. **Winter term, four hours.**

XII. INORGANIC PREPARATIONS. A course of laboratory work and collateral reading on the manufacture of chemical substances. These will be made in quantities of several grams, and chemically pure. The various problems arising in their manufacture will be discussed, and the processes carried on in approximately quantitative proportions. One recitation and six hours laboratory work. **Fall term, four hours.**

XIII. FOOD ANALYSIS. A course in the composition and analysis and adulterations of food. One lecture and six hours laboratory work. **Fall, winter or spring term, four hours.**

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## PHYSICS.

PROFESSOR LOVAN.

I, II, III. Three courses, a year's work, consisting of recitations, lectures and collateral reading, accompanied by

laboratory work. Three recitations and two hours laboratory work. **Fall, winter and spring terms, fours hours.**

These courses will be given in 1910-11, but omitted in 1911-12.

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## ASTRONOMY AND GEOLOGY.

PROFESSOR LOVAN.

I. GENERAL ASTRONOMY. Open to members of the junior and senior classes who have had Course III in mathematics. A recitation and lecture course, illustrated by the four inch telescope, of which the college possesses a very fine one. **Fall term, four hours.**

II. GEOLOGY. A recitation and lecture course, with collateral readings, and illustrations from the specimens in the museum. **Winter term, four hours.**

III. GEOLOGY. A continuation of Course II with excursions to points of geological interest in the vicinity. **Spring term, four hours.**

These three courses will not be given in 1910-11. Will be given in 1911-12.

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## PHILOSOPHY.

PROFESSOR CRAWFORD.

ASSISTANT, PROFESSOR GILLILAND.

At least nine hours in philosophy are required of all candidates for the Bachelor's degree.

I. PSYCHOLOGY. An analytic and genetic study of mental phenomena in the light of modern investigations. Illustrative experiments. Readings in the recent literature of psychology and child-study. **Fall term, five hours.**

II. PSYCHOLOGY. Continuation of course I. **Winter term, five hours**

III. PSYCHOLOGY. Applications of psychology. Special problems. **Spring term, five hours.**

IV. LOGIC AND THEORY OF KNOWLEDGE. Analysis of the knowing process. Types of judgment and reasoning and their validity. Scientific method. Epistemology. **Fall term, four hours.**

V. METAPHYSICS. An examination of the most important metaphysical tendencies. The bases of metaphysical construction. **Winter term, four hours.**

VI. ETHICS. Theoretical and practical. **Spring term, four hours.**

VII. HISTORY AND ANCIENT PHILOSOPHY. A tracing of the growth of philosophical problems and their solutions. **Fall term, four hours.**

VIII. HISTORY OF MODERN PHILOSOPHY. **Winter term, four hours.**

IX. PHILOSOPHY OF RELIGION. Analysis of the religious consciousness. The growth of religious conceptions. Christian evidences. **Spring term, four hours.**

Courses IV-VI alternate with courses VII-IX.

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## PEDAGOGY.

PROFESSOR CRAWFORD.

ASSISTANT, PROFESSOR GILLILAND.

I. HISTORY OF EDUCATION UNTIL PESTALOZZI. The facts of education in each period and the views of educational thinkers are studied with a view of appreciating their educational significance. The aim is to show the growth in educational ideas and to prepare students to enter into their educational inheritance. **Fall term, four hours.**

II. HISTORY OF EDUCATION FROM PESTALOZZI. Modern educational movements. History of education in Germany, France, England, and the United States. **Winter term, four hours.**

III. EDUCATIONAL CLASSICS. A direct study of the great educational masterpieces. The list will vary somewhat from year to year, but will include the following: Locke's Thoughts on Education, Rousseau's Emile, Pestalozzi's Leonard and Gertrude, Froebel's Education of Man, Spencer's Essays on Education, Dewey's My Educational Creed. **Spring term, four hours.**

IV. PHILOSOPHY OF EDUCATION. The meaning of the educative process, and the application of its fundamental concepts to the solution of various problems of education. **Fall term, four hours.**

V. INDIVIDUAL AND SOCIAL DEVELOPMENT. Educational psychology, child study and adolescence. **Winter term, four hours.**

VI. SCHOOL MANAGERMENTS AND SCHOOL LAW. The practical problems of the school room and school administration. The school laws of Iowa. **Spring term, four hours.**

Courses I-III alternate with Courses IV-VI.

## ENGLISH.

PROFESSOR WILLIAMS.

I. INTRODUCTION TO ENGLISH PROSE AND PRINCIPLES OF RHETORIC. A careful analysis of models, extracts from best writers to exemplify style and structure. Lectures auxiliary to text-book. Themes—daily, weekly and fortnightly. **Fall term, four hours.**

II. RHETORIC CONTINUED. Thorough training in the fundamental forms of discourse—narration and description. Daily, weekly and fortnightly themes in exemplification of the same. Lectures auxiliary to text-book. **Winter term, four hours.**

III. EXPOSITION AND ARGUMENTATION. The plan followed will be much the same as in Course II. Oral debates, extemporaneous and prepared, by members of the class. **Spring term, four hours.**

NOTE—During the year 1908-9 the Rhetoric and Composition work of the Freshman class was condensed into two terms. When this is done, students shall be required to take Course XVI in composition before graduation. The Spring term was devoted to the study of American Literature.

IV. HISTORY OF ENGLISH LITERATURE. Critical analysis and interpretation of selected English poems with Chaucer, Spencer, Shakespeare, and Milton forming a primary group, and minor poets of the same periods to 1660, a secondary. Reports, themes and discussions. **Fall term, four hours.**

V. HISTORY OF ENGLISH LITERATURE. Continuation of Course IV, with period of Dryden and Eighteenth Century writers subject to study; Dryden, Pope, Goldsmith, and Burns are included in the course. Wide reading from minor poets of the period, reports and discussions. **Winter term, four hours.**

VI. HISTORY OF ENGLISH LITERATURE. Continuation of Course V, but with the Romantic Age and nineteenth century poets as basis. Most attention will be given to Wordsworth, Coleridge, Byron, Browning and Tennyson. In Courses IV, V, and VI greatest stress will be placed on appreciation and interpretation of authors mentioned. The history of literature will be studied in correlation. **Spring term, four hours.**

VII. VICTORIAN PROSE. Selected essays of Carlyle, Arnold, and Ruskin, will be carefully studied. The chief aim of the course is to study the leading thought movements of the nineteenth century—social, political, religious—so far as they are represented by the greatest essayists. Open to juniors and seniors. **Fall term, four hours.**



VIII. ELIZABETHAN DRAMA. Extensive reading of Shakespeare and his contemporaries. Emphasis upon character delineation, literary qualities, and technique. Lectures upon pre-Shakespearean drama, critiques, discussions, reports. Open to juniors and seniors. **Winter term, four hours.**

IX. AMERICAN LITERATURE. Outline of its development. Copious reading from representative American writers will be required. Lectures, themes, class discussions. Open to juniors and seniors. **Spring term, four hours.**

X. THE ENGLISH NOVEL. Development of the English novel from Austen to Kipling. Detailed study of selected typical novels, illustrative of important phases of fiction. Lectures, supplementary reading, quizzes, reports. Open to juniors and seniors. **Fall term, four hours.**

XI. NINETEENTH CENTURY LITERATURE. A Careful study of the Romantic movement, with Coleridge, Scott, Wordsworth and Keats as models. The second half of the term will be devoted to Browning and Tennyson, with some attention to their minor contemporaries. Open to juniors and seniors. **Winter term, four hours.**

XII. CHAUCER. As much of his works as can be read, particularly the Canterbury Tales. Lectures, discussions, reports. Open to juniors and seniors. **Spring term, four hours.**

Courses X, XI, and XII alternate with VII, VIII, and IX respectively.

XIII, XIV, XV, ANGLO-SAXON AND OLD ENGLISH. Grammar and reading of pre-Chaucerian authors. Open to seniors. **Throughout the year, three hours.**

XVI. ADVANCED COMPOSITION. Narration, description, exposition, argumentation. This course will be more thorough and exacting than the freshman work. Open to all students above the freshman year. **Three hours.**

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## PUBLIC SPEAKING.

PROFESSOR WILLIAMS.

I, II, III. PUBLIC SPEAKING. This course extending throughout the year is substantially as follows: Exercises for distinct articulation, proper breath regulation, development of vocal energy; discussion of the principles of force, rate, pitch, stress, quality, and their application by the student; consideration of inflection for emphasis and melody; practice in the elementary principles of gesture. **Throughout the year, one hour.**



IV, V, VI. ORATORY. This is a more advanced course. It consists in a study of the various forms of oratory and the history of oratory, further application of the principles of Course I, and the preparation and delivery of orations by members of the class. Attention will be given also to the study of such other forms of discourse as may be most helpful in the acquisition of a good form of public speaking. **Throughout the year, two hours.**

VII, VIII, IX. DRAMATIC READING AND INTERPRETATION. Shakespeare as a model. A course in the vocal interpretation of some of his comedies and tragedies which will be carefully studied and presented by the members of the class. **Throughout the year, two hours.**

The students of the department give recitals and deliver original orations from time to time throughout the year. On these more formal occasions they have the opportunity of presenting their work before the entire department, and are thus encouraged to put forth their best efforts.

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## MODERN LANGUAGES.

### MISS CHANDLER.

This department endeavors to teach students to speak, write, and read German, French and Spanish with ease and fluency, and to give them through wide reading an appreciation of the literature of the French, German and Spanish nations.

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### GERMAN.

I, II, III. REVIEW OF GRAMMAR. Wesselhoeft's Composition, reading of modern German authors. L'Arrabbiata (Heyse), Hoeher als die Kerche (Von Hillern). Die Vierzehn Nothelfer, (Riehl). Selections from Baumbach and Rosegger. German lyrics and ballads. During the winter term a course in Scientific German is offered for students interested in Science.

IV, V, VI. STUDY OF CLASSICS. Wilhelm Tell (Schiller), Herman und Dorothea (Goethe), Der Neffe als Onkel (Schiller). Study of German Literature begun. Wenckebach's German Composition.

VII, VIII, IX. IPHIGENIE (Goethe). Die Jungfrau von Orleans (Schiller), Egmont (Goethe), Minna von Barnhelm (Lessing). Keller's History of German Literature. Original Composition. **Throughout the year, four hours.**

X, XI, XII. GOETHE'S FAUST. Lectures, reference reading, and class room discussions. **Throughout the year, four hours.**

The German club gives students in this department an opportunity to hear and speak German, and to appreciate German songs.

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### FRENCH.

I, II, III. CAREFUL DRILL IN PRONUNCIATION IS GIVEN. Aldrich and Foster's Elementary French, and Aldrich and Foster's French Reader are the text books used. Conversation, dictation, and memorizing of poems. **Throughout the year, four hours.**

IV, V, VI. READING OF MODERN FRENCH. Premieres Lectures en Prose et en Vers (Lazare), La belle Nivernaise (Daudet), Douze Contes Nouveaux (Daudet), L'Abbe Constantin (Halevy), Pierre et Camille (Musset), Les Precieuses Ridicules (Moliere). Lazare's French Composition is used, and Frazer and Squair's Grammar reviewed. Conversation, dictation, exercises, and memorizing of poems. **Throughout the year, four hours.**

VII, VIII, IX. STUDY OF CLASSICS. Le Cid (Corneille), Athalie (Racine), Les Femmes Savantes (Moliere). Modern Drama Hernani (Hugo), Le Monde ou l' on s'ennuie (Pailleron), Le Verre d'Eau (Scribe). Lectures on French literature. Composition. **Throughout the year, three hours.**

X, XI, XII. STUDY OF ROMANTIC PERIOD OF FRENCH LITERATURE. Works of Lamartine, Victor Hugo, Alfred de Musset. **Throughout the year, three hours.**

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### SPANISH.

#### FIRST YEAR.

I, II, III. GRAMMAR AND READING. Wagner's Spanish Grammar. Carter and Malloy's Cuentos Castellanos. Composition and conversation.

#### SECOND YEAR.

I, II, III. ADVANCED READING AND COMPOSITION. Outline of Spanish literature. Selections from Cervantes, etc. Newspaper work.

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### BIOLOGY.

#### MISS JEWELL.

Courses in Biology are designed to give training in methods of investigation, so as to give students the scien-

tific spirit which is so useful in every course, to make them familiar with a few of the facts and principles, by a detailed study of representative types and problems, and to give them the cultural value of broad training. The laboratory is equipped with a sufficient number of good compound microscopes and accessories, a fine microtome, mounting and staining media, dissecting instruments and apparatus necessary for profitable work in all courses offered. A splendid collection of prepared slides of both plant and animal forms is in daily use. The museum contains numerous specimens useful in comparative work. Careful drawings and note-book descriptions of all work done are required. Reference readings emphasize the economic phases of the study.

I. GENERAL BIOLOGY. An introductory course giving a general idea of biological principles and an acquaintance with laboratory methods. The general structures and functions of typical plants and animals are considered, showing the fundamental resemblances of all living things. This course should be taken by all expecting to do further work in biology. Two recitations or lectures and four hours' laboratory work. **Fall term, four hours.**

II. COMPARATIVE ZOOLOGY OF INVERTEBRATES. This course offers a comparative study of the morphology physiology, ecology, classification and relationships of the various invertebrate forms, with some consideration of their economic importance. Special laboratory study is made of typical protozoans, sponges, hydroids, echinoderms, worms, arthropods, and molluscs. Not covered in the fall term. Two hours' lecture or recitation, and four hours' laboratory work. **Winter term, four hours.**

III. COMPARATIVE ZOOLOGY OF VERTEBRATES. This is a continuation of course II, and should be preceded by it. Laboratory study is made of a tunicate, amphioxus, cartilaginous and bony fish, amphibian, reptile, and mammal. Special emphasis is placed upon the evolution of life as revealed in the genetic relationships. Two recitations or lectures, four hours' laboratory work. **Spring term, four hours.**

IV. HISTOLOGY OF VERTEBRATES. A course to give a thorough study of the microscopy of the tissues and organs of the adult mammal. Lectures upon the morphology metabolism and kindred problems of cell life. Accompanying this is laboratory work in micrology on the cat. Each student will prepare tissues for microscopic slides, carrying them through the various processes of fixation, imbedding, sectioning, staining and mounting. The technique acquired in this is of great value for further biological study, where refinement and precision are required. Lectures two hours, laboratory four hours. **Fall term, four hours.**

V. HISTOLOGY OF VERTEBRATES (completed) AND HUMAN PHYSIOLOGY. A study of the general structure and functions of the body with special reference to foods, digestion, the nervous system and sense organs. This is largely a lecture and recitation course with reference readings, but a few demonstrations and a small amount of laboratory work are given. **Winter term, three hours.**

VI. HUMAN PHYSIOLOGY (completed). **Spring term, three hours.**

VII. SANITARY SCIENCE. A lecture course with reference readings pertaining to personal hygiene and public health. Among the subjects considered are water, milk and food supplies, sewage, disease, bacteria, epidemics, anti-septics, disinfection, infection and immunity. Each student prepares a thesis which acquaints him with some practical phase of this subject. Required of those taking courses V and VI, but open to others without prerequisite. **Winter and Spring term, one hour.**

VIII. HISTOLOGY OF VERTEBRATES (completed). EMBRYOLOGY OF VERTEBRATES. Lectures on the comparative Embryology of Vertebrates with reference reading. Studies of germ cells, oogenesis, spermatogenesis, fertilization, cleavage, germ layers, placental membranes and development of the embryo. Laboratory studies are made of chick embryo, up to five days' incubation. Each student makes preparations of the different stages of development. Prerequisite course IV. **Winter term, three hours.**

IX. EMBRYOLOGY OF VERTEBRATES (completed). **Spring term, three hours.**

X. PRINCIPLES OF BIOLOGY. A course of lectures and reference readings upon the important theories of life, evolution, heredity, variation, animal instinct and intelligence. In addition each student will be asked to prepare a thesis upon some assigned topic from this field, which will widen his acquaintance with biological problems and literature. Prerequisite courses I, II, III, or XI, XII, XIII required of those taking courses VIII and IX. **Winter and spring term, one hour.**

Courses V, VI, and VII will be offered in 1912. Courses VIII, IX and X in 1911.

XI. BOTANY. A course in Plant Morphology designed to give a general view of the whole plant kingdom. Lectures bring out the main facts of plant relationships and evolution. Typical representatives of each group are studied in the laboratory to bring out the advance steps of their development. The cell and algae in fall term. Lecture or recitation two hours, laboratory work four hours. **Fall term, four hours.**

XII. PLANT MORPHOLOGY. A continuation of course XI taking up fungi, liverworts and mosses. Course XI, a prerequisite. **Winter term, four hours.**

XIII. PLANT MORPHOLOGY. A continuation of courses XI and XII, studying gymnosperms and with some field work in ecology. **Spring term, four hours.**

XIV. PLANT HISTOLOGY AND PHYSIOLOGY. A course designed to give a general idea of the microscopy of plant tissues and organs, with a view to a better understanding of their functions. Some practice in preparing tissues and making permanent mounts is required. Lectures on the cell will be given in conjunction with course IV. Lectures, two hours; laboratory work, four hours. **Fall term, four hours.**

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## LATIN.

### PROFESSOR GASTON.

The course in Latin is designed to train students in two important ways, in the use of language as an accurate tool, and in the appreciation of literary qualities. Linguistic study increases vocabulary and ease of expression in English; the study of the classics from a literary standpoint is not merely desirable in itself, but is essential to an appreciation of the countless allusions in English and other modern literatures.

I. CICERO. De Senectute. Translation at sight. Prose; the narrative is based upon the author read, and all essential principles of syntax are illustrated. Terence's Phormio is read in the latter part of term. **Fall term, four hours.**

II. LIVY. Selections from books XXI and XXII. Assigned reading upon history of Second Punic War. Translation at sight. General Survey of Roman History. **Winter term, four hours.**

III. HORACE. Odes and Epodes. Selections Metrical reading. Some of the more famous odes are memorized. Comparison of prose and poetical constructions. **Spring term, four hours.**

IV. PLAUTUS, CAPTIVI; TERENCE, ADELPHOE. Informal lectures upon Roman comedy and upon Roman theatrical antiquities. Attention to the meters of comedy; comparison of early Latin as found in Plautus with the idiom of Cicero. Prerequisite, courses I-III. **Fall term, four hours.**

V. EPISTLES OF CICERO. Selections. Prerequisite. same as for course IV. **Winter term, four hours.**

VI. TACITUS, AGRICOLA AND GERMANIA. History of the Roman Empire during the first century. Prerequisite as above. **Spring term, four hours.**

VII. SENECA, MORAL ESSAYS. Comparisons will be made of Seneca's teachings with the teaching of Christian writers. Prerequisite, courses I-III, and at least one of IV-VI. **Fall term, four hours.**

VIII. JUVENAL; SATIRES. History of Roman Satire. Prerequisite as above for VII. **Winter term, four hours.**

IX. ROMAN PRIVATE LIFE. A course of lectures with collateral reading. The more important customs and institutions in the private life of the Romans are carefully explained. Prerequisite, same as for course VII. **Spring term, four hours.**

X. PROSE COMPOSITION. Careful discussion of Latin Syntax; the relative importance of the facts of grammar pointed out. This is primarily a course for those who are preparing to teach Latin. Prerequisite, courses I-III, and at least one of IV-VI. **Fall term, four hours.**

XI. ROMAN LITERATURE. An outline course. The aim of this course is to give the student a general view of the literature of Rome. Prerequisite, same as for course X. **Winter term, four hours.**

XII. Continuation of course XI. **Spring term, four hours.**

Courses VII-IX and X-XII form two groups open for election in alternate years. Course VII-IX will be given in 1910-1911.

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## GREEK.

### PROFESSOR GASTON.

The department endeavors in its courses to indicate Greek ideals in institutions, art, and literature, and to afford opportunity for the study and appreciation of typical masterpieces of the literature. In all courses literary qualities are emphasized; technical matters are insisted upon only so far as they assist toward accuracy in interpretation.

I. HOMER, ODYSSEY. About twelve books; informal lectures upon recent discoveries about the "Mycenean Age," the Homeric question, etc. Prerequisite, a thorough course in preparatory Greek, including, as a minimum, drill in fundamental principles such as White's First Greek Book affords, and intensive study of four books of Xenophon's Anabasis and 2,500 lines of the Iliad. Suitable substitutes will be allowed. **Fall term, four hours.**



II. XENOPHON'S MEMORABILIA. Outline of Pre-Socratic philosophy; Jebb's outline of Greek literature. Pre-requisite course I, or equivalent. **Winter term, four hours.**

III. PLATO, APOLOGY AND CRITO. Lectures upon Socrates and Plato; outline of Greek literature continued. Prerequisite, course II, or equivalent. **Spring term, four hours.**

IV. STUDY OF THE MYTHS OF GREECE AND ROME. New Testament Greek. Gospel of Luke. Prerequisite courses I, II, III or equivalent. **Fall term, four hours.**

V. THE DRAMA. Aeschylus' Prometheus Bound; Euripides' Alcestris. Study of the development of the Attic drama and of theatrical antiquities. Prerequisite, courses I, II and III, or equivalent. **Winter term, four hours.**

VI. THE DRAMA. Sophocles' Antigone; Aristophanes' Clouds. Lectures upon origin and significance of Greek comedy. Prerequisite, same as for course IV. **Spring term, four hours.**

VII. HISTORIANS. Thucydides, and Herodotus. Selections will be read from each of these. Prerequisite, courses I-III and IV-VI. **Fall term, four hours.**

VIII. ORATORY. Lysias, selected orations. Study of Greek oratory. Prerequisite, same as course VII. **Winter term, four hours.**

IX. ORATORY. Demosthenes' Olynthiacs and Philip-pics. Prerequisite, same as course VII. **Spring term, four hours.**

X, XI. OLD GREEK LIFE. This will be a course of lectures and recitations on the life of the ancient Greeks, their cities, temples, homes, laws, customs, education, architecture, art, etc. No knowledge of the Greek language is necessary for this course. **Fall and Winter term, four hours.**

XII. HISTORY OF GREEK LITERATURE. This course requires no knowledge of Greek. It aims to give the student a general view of Greek literature, illustrating the different periods with selections from the authors, using some good translation. **Spring term, four hours.**

Courses VII-IX and X-XII will be given in alternate years, and are elective to juniors and seniors. Courses X-XII will be given in 1910-1911.



## SOCIOLOGY.

PRESIDENT LONG.

I, II and III. PRINCIPLES OF SOCIOLOGY AND SOCIAL PROBLEMS. This course aims at a study of the social process as a unit. Its evolutionary character is studied in the fundamental social institutions and their development through savagery, barbarism and civilization. **Four hours throughout the year.**

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## GOVERNMENT.

PRESIDENT LONG.

I. CONSTITUTIONAL HISTORY OF ENGLAND AND ITS GOVERNMENT. The Development of the English Constitution is traced from the Anglo-Saxon Invasion to the present, and followed up by a detailed study of Modern English Government. **Fall term, four hours.**

II. CONSTITUTIONAL HISTORY OF THE UNITED STATES AND ITS GOVERNMENT. The Transplanting of English Institutions to the New World. A study of the Articles of Confederation and the Constitution of the United States. A study of the United States Government in its present organizations. **Winter term, four hours.**

III. GOVERNMENTS OF CONTINENTAL EUROPE. A brief study of the Governments of France, Germany, Italy and Austria-Hungary. **Spring term, four hours.**

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## ECONOMICS.

PRESIDENT LONG.

I. ECONOMIC HISTORY OF THE UNITED STATES. A study of the growth of our population, wealth and industrial efficiency, tracing the agriculture, manufacturing and commercial development, and studying the rise of our modern economic problems on tariff, currency, immigration, transportation, etc. **Fall term, four hours.**

II. ECONOMIC THEORY. A study of the main principles of economics. **Winter term, four hours.**

III. MONEY AND BANKING. A study of the growth and development of money, and banking, the principles underlying them and the present problems. **Spring term, four hours.**

IV. ECONOMIC HISTORY OF ENGLAND. The development of agricultural, industrial and commercial England is traced through Mediaeval and Modern Times with special attention to the Industrial Revolution. **Fall term, four hours.**

V. ADVANCED ECONOMIC THEORY. A brief study of the development of economic thought from The Mercantilists and the Physiocrats through Adam Smith, Ricardo, Mill to present economists. **Winter term, four hours.**

VI. APPLIED ECONOMICS. Research work in the problems of Taxation and Finance, International Trade and Transportation. **Spring term, four hours.**

Courses I to III omitted 1911-1912, alternating with IV, V, and VI.

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## HISTORY.

### PRESIDENT LONG.

Six courses in History are offered, tracing the development of western civilization from the fall of the Roman Empire to the present day.

I. THE EARLY MIDDLE AGES. Tracing rise and development of Mediaeval institutions to XIII century. **Fall term, four hours.**

II. THE RENAISSANCE XIII, XIV, and XV centuries. **Winter term, four hours.**

III. THE REFORMATION. The Protestant Revolt and the Catholic Reaction to Peace of Westphalia, 1648. **Spring term, four hours.**

IV. THE PERIOD OF ABSOLUTISM and the French Revolution to 1815. **Fall term, four hours.**

V. EUROPE IN THE XIX CENTURY. **Winter term, four hours.**

VI. AMERICAN HISTORY 1789 TO PRESENT. **Spring term, four hours.**

Courses IV to VI omitted 1911-1912, alternating with I, II, and III.

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## ART.

### MRS. ELLEN G. HURLBUTT.

Technical instruction is given in drawing, in charcoal and pencil, pen and ink, oil, pastel, crayon and water colors.

Instruction in all classes is individual and advancement depends on the degree of proficiency. From the beginning the student is taught to draw from the object. Block

models, leaves, fruits, and other objects are furnished. This method of work is carried throughout the course. Especial attention being paid to perspective and proportion.

**FREE-HAND DRAWING** is open to all students in all departments and a year's course is required for graduation in both College and Academy.

**WORK FROM THE ANTIQUE.** In the Antique class the models used require close observation, combined with great patience and perseverance, though the earnest student will find little difficulty in mastering the more subtle outlines of the head, having once gained a very good idea of proportion from the block figures.

The education of the eye is considered of greater importance than the training of the hand, not only in simple line work and in the study of superficial forms, but in the general, yet no less certain, laws which underlie and distinguish the work of every master in sculpture or painting.

Students who paint should draw a portion of the time, and in all cases a careful study of the model and a conscientious search for contours and construction are recommended.

No effort is made to bring the students to a conformity of method except to the extent of instructing them to see forms as they really exist; beyond this each student is permitted to develop or follow out a style of his own.

**STILL LIFE AND COMPOSITION.** Pictorial composition is the proportionate arrangement and unifying of the different features and objects of a picture. There must be an exercise of judgment on the part of the student as to fitness and position, as to harmony of relation, proportion, color, light, and there must be a skillful uniting of all the parts into one perfect whole.

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## PRICES.

The free-hand drawing is 50 cents a term. This simply pays for material used by the student.

The charge for any other subject will be \$13.50 for the fall term, \$11.50 for the winter term, and \$11 for the spring term. This is on the basis of two lessons per week.

## Normal Department

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JOHN FORSYTH CRAWFORD, A. M., PRINCIPAL.

In the winter of 1906 the legislature gave the State Board of Examiners the power to accredit the independent colleges of the state, so that their graduates might receive state certificates without examination. This action recognized the importance of the work which these colleges are doing for the public schools of the state, and gave them a standing which they had not previously enjoyed. The graduates of Tabor College receive five-year state certificates without examination. The certificates are renewable at the end of the period also without examination. Holders of these certificates have no trouble in securing positions in high schools and academies as teachers. Graduates of Tabor College, both those who hold the state certificates, and those who have completed the normal course in a manner to be recommended by the faculty, have been in great demand as teachers. Indeed, there have been many more positions offered than students to fill them. While positions cannot be guaranteed to graduates, they can be assured that positions will be awaiting them soon after graduation.

The prerequisite to securing a certificate without examination is to take a full college course, electing as one study the courses in pedagogy, I to VI. Recognizing, however, the need for teachers in the rural and graded schools the college has also established a normal department whose aim is to fit teachers for this work and the completion of which will prepare them for the regular county examinations.

## The Academy

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### GENERAL STATEMENT.

The academy is under the immediate control of the principal, who directs its studies and has charge of its discipline. It prepares fully for entrance to the freshman class of the college. It exists for those students who come from unaccredited schools, for those who have no high school privileges, and for those whose parents prefer a college atmosphere to that of the public schools.

Among the advantages of the academy are the following: Students save one year in preparing for college; classes are taught by members of the college faculty; the college library, laboratories, museum and gymnasium are open to academy students, and much attention is given to the individual pupil.

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### ADMISSION.

1. Students who offer county superintendent's diplomas for eighth grade work will be admitted without examination.

2. Students from unaccredited schools will be admitted without examination and given tentative credit for studies pursued in schools from which they come. This credit will become permanent when satisfactory advanced work in these subjects is done in the academy.

3. All students must present satisfactory testimonials of good character and a certificate of honorable dismissal from the proper authorities of the schools from which they come.

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### CLASSES AND COURSES.

1. The course of study extends through a period of three years.

2. A regular student will have sixteen (16) hours of class room work per week.

3. Three courses are offered: The Classical, including three years in Latin and two of Greek; the Latin-Scientific, including three years of Latin and two of science; and the Scientific, including two years of Latin, one of German, and an extra year of History. In the Scientific course, bookkeeping in the commercial department, may replace physiology and botany of the middle year.

Three courses are systematically arranged to fit students for the future work of the college, and at the same time to offer a well-rounded secondary school course for those who can go no further than through the academy. It is urged that students follow this order of studies, although free election is allowed to meet special cases.

4. Each student who is graduated must present either an oration or an essay.

5. All classes in the academy recite four (4) times a week, except the senior academy algebra.

6. Completion of all the work of any course entitles one to a diploma of graduation. (This includes the performance of the part assigned in the academy commencement program). Completion of sufficient work in the academy, or academy and college, to entitle one to admission to conditional freshman standing, secures a certificate of admission to the freshman class. This is subject to the provision in the parenthesis above.

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## GOVERNMENT.

All students are expected to attend chapel exercises on school days and church on Sunday morning.

Excuses for absences from both classes and chapel must be obtained from the principal. Each absence from class, however, lowers a student's grade one per cent unless the faculty decide that circumstances warrant a suspension of the rule.

Absence from town, except by permission from the principal, is not allowed.



To make suitable preparation for college in three years demands earnest, persistent work on the part of the student. Therefore each student is expected to be regular in his habits and earnest in his work, and any student whose influence is felt to be injurious to good scholarship or good morals will not be permitted to remain in the academy.

### FEES.

Tuition, per term-----	\$10.00
Incidentals, per term.....	6.00
Laboratory fee in physics, physiology and botany, per term .....	.50

### REMARKS.

1. At the end of each term reports of students' work are sent to parents or guardians. During a term notification is sent if a student's work becomes unsatisfactory, or the president has other reasons for complaint.

2. The board of trustees of the college grants diplomas to students graduating from the academy.

3. The honors of the class are awarded on the basis of scholarship in the senior year.

### COURSES OF STUDY.

#### SUB-JUNIOR YEAR.

FALL		WINTER		SPRING	
Grammar .....	4	Grammar .....	4	Grammar .....	4
Arithmetic .....	4	Arithmetic .....	4	Arithmetic .....	4
U. S. History ..	4	U. S. Hist.-Civics	4	U. S. Hist.-Civics	4
Geography .....	4	Geography .....	4	Pedagogy .....	3
Reading .....	3	Penmanship .....	3	Orthography .....	3
CLASSICAL		LATIN SCIENTIFIC		GERMAN SCIENTIFIC	
Junior		Junior		Junior	
FALL	Hrs.	FALL	Hrs.	FALL	Hrs.
Latin .....	4	Latin .....	4	Latin .....	4
English .....	4	English .....	4	English .....	4
History .....	4	History .....	4	History .....	4
Algebra .....	4	Algebra .....	4	Algebra .....	4



**CLASSICAL****WINTER**

Latin .....	4
English .....	4
History .....	4
Algebra .....	4

**SPRING**

Latin .....	4
English .....	4
History .....	4
Algebra .....	4

**Middle****FALL Hrs.**

Latin .....	4
English .....	4
Greek .....	4
Plane Geometry.	4

**WINTER**

Latin .....	4
English .....	4
Greek .....	4
Plane Geometry.	4

**SPRING**

Latin .....	4
English .....	4
Greek .....	4
Solid Geometry.	4

**Senior****FALL Hrs.**

Latin .....	4
English .....	3
Bible .....	1
Greek .....	4
Physics .....	4
Algebra .....	1

**WINTER**

Latin .....	4
English .....	3
Bible .....	1
Greek .....	4
Physics .....	4
Algebra .....	1

**SPRING**

Latin .....	4
English .....	3
Bible .....	1
Greek .....	4
Physics .....	4
Algebra .....	1

**LATIN  
CLASSICAL****WINTER**

Latin .....	4
English .....	4
History .....	4
Algebra .....	4

**SPRING**

Latin .....	4
English .....	4
History .....	4
Algebra .....	4

**Middle****FALL Hrs.**

Latin .....	4
English .....	4
Physiology .....	4
Plane Geometry.	4

**WINTER**

Latin .....	4
English .....	4
Botany .....	4
Plane Geometry.	4

**SPRING**

Latin .....	4
English .....	4
Botany .....	4
Solid Geometry.	4

**Senior****FALL Hrs.**

Latin .....	4
English .....	3
Bible .....	1
German or French .....	4
Physics .....	4
Algebra .....	1

**WINTER**

Latin .....	4
English .....	3
Bible .....	1
German or French .....	4
Physics .....	4
Algebra .....	1

**SPRING**

Latin .....	4
English .....	3
Bible .....	1
German or French .....	4
Physics .....	4
Algebra .....	1

**GERMAN  
SCIENTIFIC****WINTER**

Latin .....	4
English .....	4
History .....	4
Algebra .....	4

**SPRING**

Latin .....	4
English .....	4
History .....	4
Algebra .....	4

**Middle****FALL Hrs.**

Latin .....	4
English .....	4
Physiology .....	4
Plane Geometry.	4

**WINTER**

Latin .....	4
English .....	4
Botany .....	4
Plane Geometry.	4

**SPRING**

Latin .....	4
English .....	4
Botany .....	4
Solid Geometry.	4

**Senior****FALL Hrs.**

German .....	4
English .....	3
Bible .....	1
History .....	4
Physics .....	4
Algebra .....	1

**WINTER**

German .....	4
English .....	3
Bible .....	1
History .....	4
Physics .....	4
Algebra .....	1

**SPRING**

German .....	4
English .....	3
Bible .....	1
History .....	4
Algebra .....	1
Physics .....	4

**See the New Commercial-Academy Course on Pages 73-74.**

Each student, before being entitled to a diploma of graduation, is required to secure credit for one (1) hour of drawing for three (3) terms. For details of courses see following pages:

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## **Courses by Departments**

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### **ENGLISH.**

#### **JUNIOR YEAR.**

1. Review of English Grammar with special reference to the inflection of pronouns and verbs, the agreement of verbs and pronouns, and punctuation and capitalization.

2. Narrative-Analysis and Composition. During this term narrative in both prose and poetry from such authors as Scott, Tennyson, Lowell and others are studied, and students are required to write simple narratives.

3. Description-Analysis, Literature and Composition. Selections from Hawthorne, Lowell, Goldsmith, Poe and others are read, with corresponding work in original descriptive writing.

#### **MIDDLE YEAR.**

4, 5, 6. During this year the study of rhetoric and composition alternates with the study of English classics. In the spring the work in composition has special reference to exposition.

#### **SENIOR YEAR.**

7. History of English Literature. With selections from the authors studied. Composition.

8. History of American Literature. With selections from the authors studied. Composition. The composition work of these two terms is varied in topic and style, and on subjects that require somewhat maturer thought than the work of previous years.

9. Literature. Review of the different forms of Literature, and the introduction of elementary character study as exemplified in the novel and drama. Composition. This term the composition work takes the nature of studies of characters in the drama and novel, and the critical treatment of the plays studied.

During the middle and senior years one hour each week is given to the study of the Bible as literature.

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## LATIN.

### JUNIOR YEAR.

1. Thorough drill in declensions, conjugations, vocabularies, and the simpler principles of syntax. Easy sentences are read and great stress laid upon sentence-structure.

**Fall term, four hours.**

2. Continuation of course 1.

**Winter term, four hours.**

3. Continuation of course 2. During the latter part of the term a few chapters from Caesar, book I, are read.

**Spring term, four hours.**

### MIDDLE YEAR.

4. Caesar: books I and II. Latin prose, including systematic study of essential principles of syntax and writing of simple narrative based on author read.

**Fall term, four hours.**

5. Caesar: books III and IV. Continuation of prose in course 4.

**Winter term, four hours.**

6. Cicero: First three orations against Cataline. Continuation of prose in course 5.

**Spring term, four hours.**

### SENIOR YEAR.

7. Cicero. Fourth Oration against Cataline and three others at the discretion of the teacher. Virgil begun.

**Fall term, four hours.**

8, 9. Six books of Virgil's Aeneid. Emphasis is laid upon literary qualities. Classical mythology is studied. Throughout the course it is the purpose of the instructor to stimulate the student to an appreciation of the classical allusions in literature and art.

**Throughout the year, four hours.**

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## GREEK.

### MIDDLE YEAR.

1. Thorough drill in the elements of the language.  
**Fall term, four hours.**

2. Continuation of course 1.  
**Winter term, four hours.**

3. The first two books of Xenophon's Anabasis; prose composition.  
**Spring term, four hours.**

### SENIOR YEAR.

4. Xenophon's Anabasis, books III-IV. Composition based on the text read, and a review of constructions.  
**Fall term, four hours.**

5. Ordinarily classes should complete the fourth book of Xenophon before the end of the fall term. At that time they begin the study of Homer's Iliad, continuing to read it through the winter and spring terms. The text read contains selections which narrate the principle episodes of the poem. Every student must make himself familiar with the whole story.  
**Winter term, four hours.**

6. Continuation of course 5, as indicated above.  
**Spring term, four hours.**

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## GERMAN.

1, 2, 3. Thomas' Grammar. Hempl's Easiest German Reading. Van Daell's Preparatory German Reader. Thorough drill in the elements of the language. Dic-

tation, conversation, memorizing of poems. Students taking this course are entitled to membership in the German Club of Tabor College.

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## MATHEMATICS.

### **JUNIOR YEAR.**

1, 2, 3. During this year Algebra will be studied, the work extending to logarithms.

**Throughout the year, four hours.**

### **MIDDLE YEAR.**

4, 5. Plane Geometry. Working of original propositions.

**Fall and winter terms, four hours.**

6. Solid Geometry.

**Spring term, four hours.**

### **SENIOR YEAR.**

7, 8, 9. Review of Algebra.

**Throughout the year, one hour.**

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## SCIENCE.

The academy work in science is under the supervision of the professors of biology and chemistry. Careful and exact laboratory work is an essential part of each course. For this reason students wishing to receive advanced credit in the following courses must bring note-books showing the work accomplished. Students from schools without laboratory advantages are expected to take the laboratory work here.

The aim is not only to lay the foundation for college work in the various sciences offered, but so to present the subjects that students whose education must end with the academy will have a fair knowledge of essentials.

The course is as follows:

### **MIDDLE YEAR.**

1. Physiology. This course aims to give a good, practical knowledge of the human body, its working and

care, with some consideration of public as well as personal hygiene. Some dissection work is done and with the aid of the valuable laboratory models and the fine series of microscopic slides the student gains knowledge of the shape and relation of the different organs of the body.

**Fall term, four hours.**

2. Physiology (completed). Botany. An elementary course treating largely of the vegetative aspects of higher plants. The structure and functions of leaves, stems, buds, roots and seeds. Careful laboratory work is required.

**Winter term, four hours.**

3. Botany. A continuation of course 2, studying a few types of reproductions and some knowledge of simple ecology. Field trips will acquaint the students with the local flora and ecology.

**Spring term, four hours.**

The above three courses are required in the Latin-Scientific and German-Scientific courses.

#### **SENIOR YEAR.**

4, 5, 6. Physics. All students in the academy study physics throughout the senior year, spending one-third of the time allotted to study in the laboratory.

**Throughout the year, four hours.**

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### **HISTORY.**

#### **JUNIOR YEAR.**

1. Egypt, Assyria, Persia, Greece, and Rome to establishment of the Empire.

**Fall term, four hours.**

2. Roman Empire, Teutonic Invasion and Mediaeval History to the Renaissance.

**Winter term, four hours.**

3. Later Mediaeval and Modern History.

**Spring term, four hours.**

**SENIOR YEAR.**

4. English History with special attention to influences in American History.

**Fall term, four hours.**

5. American Colonial History and Formation of Government, 1789.

**Winter term, four hours.**

6. American History, 1789 to present.

**Spring term, four hours.**

Required of those who make History a Major in the college.



## Commercial Department

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HERVEY G. ELLIS.  
Principal.

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### PURPOSE OF THE DEPARTMENT.

The purpose of this department is to prepare young men and women for the exacting duties of modern business life through broad, thorough, practical, and intelligent training that will enable them to become honored and respected leaders in the commercial world.

In the world of finance and trade there is urgent demand and great opportunity for young men and women with the keenness of intellect and broad knowledge of commercial affairs that can be acquired only by thorough and practical business training. Appreciating this fact, the department offers courses in which students may lay foundations for large and genuine success.

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### CREDIT FOR PREVIOUS WORK.

Credits for work done in an accredited high school will be accepted in all subjects except orthography, English, bookkeeping, shorthand, typewriting, commercial correspondence and commercial law. No student will be excused from regular work in any of these subjects unless he has passed an examination, conducted by the principal of the department.

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### TIME OF ENTRANCE.

Although it is desirable that all students enter at the beginning of the fall term, courses will be so arranged that students may enter at any time. They will receive credit for all work actually done after entrance.

## CERTIFICATE AND DIPLOMA.

Each student who completes part of either course outlined on pages 69 and 71, and passes the required examinations will receive a certificate of proficiency in the subjects completed.

Each student who completes the regular course of two years will receive a diploma from the Commercial Department, and each student who completes the English-Commercial Course will receive a diploma from the Academy.

## FEES.

Bookkeeping course, per term.....	\$15.00
Shorthand and typewriting course, per term.....	20.00
Incidentals, per term, required of all students....	6.00

Special—All students using typewriters that belong to the department will pay a rent of \$2.00 a month additional to the fees specified above.

## COURSES OF STUDY.

### PREPARATORY COURSE FOR THOSE WHO HAVE NOT GRADUATED FROM THE RURAL SCHOOLS.

Grammar 1 ....4	Grammar 2 ....4	Grammar 3 ....4
Arithmetic 1 ....4	Arithmetic 2 ....4	Arithmetic 3 ....4
Orthography 1 ..2	Orthography 2 ..2	Orthography 3 .4
Penmanship 1 ..2	Penmanship 2 ..2	Penmanship 3 ..2
History 1 .....2	History 2 .....4	History 3 .....2

### ENGLISH-COMMERCIAL COURSE.

The completion of this course entitles one to a diploma from Tabor Academy, and admits to the freshman class of Tabor College; but before the degree of A. B. is granted, the Academy Courses in Latin, for the first two years, must be made up.

**Junior Year.**

FALL TERM	WINTER TERM	SPRING TERM
Commercial	Commercial	Commercial
Geography 1 ..3	Geography 2 .3	Geography 3..3
History 1 .....4	History 2 .....4	History 3 .....4
Algebra 1 .....4	Algebra 2 .....4	Algebra 3 .....4
English 1 .....4	English 2 .....4	English 3 .....4

**Middle Year.**

Commercial	Commercial	Commercial Cor-
Law 1 .....3	Law 2 .....3	respondence ..3
Economics 1 ....2	Economics 2 ...2	Economics 3 ...3
Plane	Plane	Solid
Geometry 1 ..4	Geometry 2 ...4	Geometry ....4
Physiology 1 ...4	Botany 1 .....4	Botany 2 .....4
English 4 .....4	English 5 .....4	English 6 .....4

**Senior Year.**

English 7 .....4	English 8 .....4	English 9 .....4
Physics 1 .....4	Physics 2 .....4	Physics 3 .....4
Typewriting 1 ..4	Typewriting 2 ..4	Typewriting 3 ..4
Bookkeeping 1.	Bookkeeping 2..	Bookkeeping 3 ..
or	or	or
Shorthand 1 ....4	Shorthand 2 ....4	Shorthand 3 ....4
History 4.....	History 5 .....	History 6 .....
or	or	or
German 1 .....4	German 2 .....4	German 3 .....4

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**BOOKKEEPING COURSE.**

The following short courses are offered in Bookkeeping and Shorthand for the benefit of those who feel that they cannot afford to take the English-Commercial Course. All students who find it impossible to complete either of these shorter courses, are enabled to get a good working knowledge of Shorthand and Typewriting, or Bookkeeping within a period of six or nine months.

English, Orthography, Commercial Correspondence, including Indexing and Letter Filing; Penmanship, elementary Bookkeeping, Advanced Bookkeeping, Actual Business and Office Practice, including Banking, Insurance, Real Estate and Loans, Railroading, Manufacturing and Jobbing, Commission, General Agency, Brokerage, Wholesaling and Retailing; Commercial Arithmetic, Rapid Calculation, Commercial Law, including Business Ethics; Commercial Geography, History, Civics, Economics.

## SCHEDULE OF WORK.

### First Year.

FALL TERM	WINTER TERM	SPRING TERM
English .....5	English .....5	English .....5
Arithmetic .....5	Arithmetic .....5	Arithmetic .....5
Orthography ....2	Spelling .....2	Spelling .....2
Penmanship ....2	Penmanship ....2	Penmanship ....2
History .....4	History .....4	History .....4

### Second Year.

FALL TERM	WINTER TERM	SPRING TERM
Bookkeeping ....8	Bookkeeping ....8	Actual Business and Office Practice .....6
Commercial Geography ...3	Commercial Geography ...3	Commercial Correspondence ..5
Civics .....4	Civics .....4	Civics .....4
Commercial Law .....3	Commercial Law .....3	Rapid Calculation .....3
Economics .....2	Economics .....2	Economics .....2

## SHORTHAND AND TYPEWRITING COURSE.

English, Orthography, Commercial Correspondence, including Indexing and Letter Filing; Penmanship, Typewriting, including the various duplicating processes, such as Manifolding, Mimeographing, Hektographing, etc.; Theory of Shorthand, Dictation, Practical Office Work, Commercial Arithmetic, Commercial Law, including Business Ethics; History, Civics, Economics, Commercial Geography.

## SCHEDULE OF WORK.

### First Year.

The schedule of work in this year will be the same as in the first year of the Bookkeeping Course.

### Second Year.

FALL TERM	WINTER TERM	SPRING TERM
Shorthand .....4	Dictation .....4	Dictation and Office Work ..4
Typewriting ....5	Typewriting ....5	Typewriting ....5
Commercial Geography ...3	Commercial Geography ...3	Commercial Correspondence ..5
Civics .....4	Civics .....4	Civics .....4
Commercial Law .....3	Commercial Law .....3	Economics .....2
Economics .....2	Economics .....2	

## Conservatory of Music

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### FACULTY.

FREDERICK W. LONG, S. T. D., D. D.,  
President.

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NEILLE ODELL ROWE,

Oberlin Conservatory of Music, 1905; Post Graduate Student, Oberlin, Summers of 1906-1907; Organist and Teacher, Marion, Ohio, 1901; Instructor, Toledo, Ohio, Conservatory of Music, 1902-1903; Instructor, Fargo College Conservatory Music, 1905-1908.

**Elected Director of the Conservatory, 1908**  
**Instructor in Piano, Organ, and Counterpoint**  
**Director of the Orchestra and Oratorio Society**

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HELEN HUNT SLOAN,

Oberlin Conservatory of Music, Violin and Voice, 1910; Soloist and Teacher, Ft. Worth, Texas, 1910-11.

**Elected Insturctor in Violin and Voice, 1911.**

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### INTRODUCTION.

The Conservatory of Music is an integral part of Tabor College, the social and intellectual life of which its students enjoy.

Adams Hall, the home of the Conservatory, is a commodious and well appointed structure, faced with pressed brick and finished in solid oak. It is modern in every

detail and was designed and constructed for the special requirements and work of the Music department.

It is conceded to be the best equipped conservatory building in the state.

In it are contained the offices of the College President, the Music Directory, teachers' studios, practice rooms, orchestra and oratorio rehearsal rooms, the College chapel and concert hall.

The College owns and maintains a central heating plant, costing \$11,000.00, which furnishes steam heat for all the College buildings, including Adams Hall.

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## PLAN OF INSTRUCTION.

The general plan of instruction is similar to that of the best European conservatories.

Instruction is offered in both theoretical and applied music, by a faculty the members of which are musicians of artistic attainment and liberal culture.

In all courses, broad knowledge, skill in performance, and sound principles of interpretation are insisted upon.

As the most satisfactory progress in applied music can be made by private instruction, wherein the student has the undivided attention of the teacher, this is used and recommended, but classes are also formed.

In the theoretical studies, History of Music, Analysis, Ear Training and the Normal Music course, class instruction is generally preferable.

Students are free to enroll for special courses, or for a prescribed course leading to a diploma of graduation granted by the trustees of the College.

These prescribed courses include all of the courses in theory hereinafter described, and special courses in two subjects, one of which must be Piano and the other Singing, Violin, Viola, or Organ.

Not only in class work, but in public recitals, candidates must show a high degree of proficiency in one of the subjects chosen and a fundamental knowledge of the other. In this minor subject at least two years' work will be required.

Candidates for the diploma must present credits for a course of literary work equivalent to that of the College entrance requirements as set forth in the Tabor College Catalogue.

Candidates who have not completed such a course must elect, with approval of the Director, at least one subject a term in the Academy or College until the literary requirements are fully met.

All students taking two full subjects in the Conservatory may elect, without extra charge any two courses in the Academy or College, for which they may be prepared.

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## PIANOFORTE.

A systematically developed technical foundation is the first requisite in modern pianoforte playing. This is accomplished by the use of carefully selected and graded technical exercises, which are designed to give control of the muscles of the fingers, hands, and arms, making them responsive to the commands of the will, without which artistic results cannot be attained. At the same time the musical and aesthetic development of the student receives the most careful attention.

Supplementary practice on the Virgil Practice Clavier is of great value to students in developing clearness and precision in technique. The Conservatory has a number of these instruments upon which students are recommended to do a part of their practice.

Four years of the course outlined below are required for graduation.

Beyond the requirements for graduation a fifth year of post-graduate work is offered.



## COURSE OF STUDY.

**FIRST YEAR.**

Free Technics, Scales, Arpeggios.

Kohler.....Studies, Op. 249, 242, 151, and 157  
 Berens.....Studies, Op. 70  
 Loeschhorn.....Studies, Op. 120  
 Schmidt.....Five Finger Exercises  
 Burgmuller.....Studies, Op. 100  
 Gurlitt ..... Studies

Sonatas and pieces by Lichner, Diabelli, Gurlitt,  
 Reinecke and others.

**SECOND YEAR.**

Duvernoy.....Etudes, Op. 120  
 Loeschhorn.....Studies, Op. 66  
 Heller.....Studies, Op. 45 and 46  
 Kohler.....Studies, Op. 50  
 Krause .....Studies, Op. 4  
 Bach.....Little Preludes and Fugues

Sonatas by Clementi, Kuhlau and others.

Graded Solos.

**THIRD YEAR.**

Technics, continued.

Czerny.....Op. 299 and 337  
 Doring .....Octave Studies  
 Jensen.....Etudes, Op. 32  
 Krause.....Trill Studies, Op. 2  
 Bach.....Inventions

Sonatas by Haydn, Mozart and others.

Solos by Classical and Modern composers.

Junior Public Recital in Major subject.

**FOURTH YEAR.**

Advanced Technics.

Czerny.....Etudes, Op. 740  
 Clementi.....Gradus ad Parnassum  
 Tausig.....Daily Studies

Bach ..... French Suites  
 Bach..... Well Tempered Clavichord

Sonatas by Mozart and Beethoven.

Solos by Modern and Classic composers.

A Concerto.

Senior Recital in Major subject.

#### FIFTH YEAR.

Moscheles.....Studies, Op. 70  
 Kullak..... Octave Studies  
 Liszt..... Etudes  
 Bach.....Preludes and Fugues (Liszt)

Sonatas, Solos, Concertos.

Special emphasis is placed on interpretation and public performance.

Normal Methods.

### CHILDREN'S PREPARATORY COURSES.

That the Conservatory may serve the people of Tabor and vicinity in every way possible, two preparatory courses in piano and violin are offered. In the more elementary course children from six to thirteen years of age are received. Instruction is given in classes of four, which meet twice a week. Very careful attention is given to mastery of the rudiments of music, position of hands, fingers and arms, scale formation, ear training, and sketches of the lives of composers. Games and charts are used to make this work interesting, and children are led into the broader study of an instrument with an appreciation of correct technique and of the good things in music.

Students who have made satisfactory progress for two years in the more elementary course are promoted to the second course, where their musical development is continued until they are prepared to enroll as regular students in the conservatory. No students over fif-

teen years of age are allowed in the course. Instruction is given in classes of three, which meet twice a week. For fees see page 93.

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## VOICE CULTURE.

True cultivation of the voice consists in the correct development of pure tone placement, and its easy and natural use and control in singing. In order to accomplish this two things are of the utmost importance; correct use of the breath and proper support of the tone by the muscles of the body.

No one particular method is used exclusively; but by the adoption of what are believed to be the best features of all methods, as well as by the use of a discriminating judgment as to the needs of the particular voice under training, we endeavor to build up the singing voice.

A higher ideal is aimed at than the perfection of more mechanical skill, viz., a musicianly style of singing, and all that is implied in the term "interpretation," together with a thorough appreciation of the best works of the masters, both old and new.

The time required to finish the course satisfactorily will depend largely upon the physical and mental endowment of the student, and upon the amount of work done before enrollment in the Conservatory.

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## COURSE OF STUDY.

### FIRST YEAR.

Breath exercises; Tone formation; Vowel studies; Study of Liquids; Consonants and Mutes; Equalization of registers; Purity of Intonation; Legato; Staccato.

Vocalises of Abt, Sieber, Concone and Lutgen.

Songs by Lassen, Jensen, Grieg, Gounod and others.

**SECOND YEAR.**

Studies in Phrasing; Coloratura exercises.

Vocalises by Concone and Marchesi.

Songs, English Ballads, Sacred Music.

**THIRD YEAR.**

Study of Major and Minor Scales; Turns; Trills; and Arpeggios.

Studies in rapid execution.

Vocalises, by Panofka and Marchesi.

Songs of moderate difficulty from Classic composers.

Junior Recital is Major subject.

**FOURTH YEAR.**

Chromatic Scales, Turns, Trills Arpeggios (legato and staccato) with increased rapidity of execution.

Vocalises, by Panofka and Marchesi, continued.

Arias and Cavatinas from French, German and Italian Operas.

Senior Recital in Major subject.

**FIFTH YEAR.**

Savinelli and Lamperti, vocalises.

Study of the Opera continued.

Songs by Handel, Haydn, Gounod, Wagner, Saint Saens, Brahms, Gluck, and others.

Special study of the Oratorios.

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**VIOLIN.**

The Violin department has a very important place in the work of the Conservatory. Students are given thorough training in technique and musical interpretation.

In the elementary work, particular attention is paid to the manner of holding the violin and the bow, as well as to the general position of the student while playing.

A graceful, natural method is insisted upon.

The ear is developed so that the student conceives and can play all the harmonies of our musical system so far as they are outlined in the studies used.

As soon as students are sufficiently advanced they are admitted into the Conservatory Orchestra.

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## COURSE OF STUDY.

### FIRST YEAR.

Wichl..... Young Violinist  
 Dont.....Twenty Exercises, Op. 38  
 Hohman.....Violin Method, Books 1 and 2  
 Kayser.....Exercises, Op. 20, Book 1  
 Wohlfart .....Studies  
 Sevcik .....Bowings, Op. 2, Part I

Easy Pieces and Duets by Papini, Weiss, Dancla, Pleyel and Mazos.

### SECOND YEAR.

Kayser.....Exercises, Op. 2, Books II and III  
 Sevcik..... Etudes, Op. 6  
 Sevcik.....Preparatory Studies in Double Stopping  
 Fiorillo..... 36 Studies  
 Kreutzer.....42 Celebrated Studies, Nos. I to XXII

Solos, Duets, etc., by Dancla, DeBeriot, Raff, Spohr and others.

### THIRD YEAR.

Scale and Chord Studies.

Sevcik..... Technics continued  
 Kreutzer.....42 Celebrated Studies, completed  
 Bach.....Prelude with 40 different bowings

Concert Studies by Viotti, Kreutzer and Rode.

Solos by DeBeriot, Wieniawski and others.

Junior Recital in Major subject.

**FOURTH YEAR.**

Sevcik..... Advanced Technics  
 Fiorillo ..... Etudes  
 Rode ..... Caprices

Concert Studies by Spohr and Rode.

Sonatas by Bach, Mozart, Haydn and Beethoven.

Compositions from all schools of Violin music.

Senior Recital in Major subject.

**FIFTH YEAR.**

Bach.....Six Sonatas for Violin alone  
 Gavinie.....Twenty-four Matinees

Concertos by Mozart, Beethoven, Mendelssohn and  
 Bruch.

Solos by Paganini, Wieniawski, Hubay, Weiss, Sarasate and others.

A Preparatory Course for children is offered in Violin.

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**ORGAN.**

The already great and ever increasing need of competent, well-trained organists for the churches and schools of our country, leads us to give this department special prominence.

Excellent facilities are provided for enabling students of talent to fully prepare themselves for responsible positions as church and concert organists.

The plan of work provides for thorough training in all that pertains to a mastery of the organ; a systematic drill in technics for manuals and pedals, alone and combined; voluntaries; registrations; and the arts of improvisation and accompanying.

A new Marshall-Bennett organ of the latest design has been installed in the Congregational church.

It is pneumatic action throughout; has seventeen speaking stops; tilting tablets and adjustable combination pistons.

This organ is at the disposal of the Conservatory for teaching, practice and concert purposes.

## COURSE OF STUDY.

**FIRST YEAR.**

Studies for Pedals and Manuals, separately and together.

The same transposed into all keys.

Manual exercises in three, four, five and six parts, with and without pedals. The same transposed into all keys.

Special Pedal Technics, practiced at varying tempos and transposed.

Merkel or Dunham Organ School.

Throughout the year.

**SECOND YEAR.**

Thayer..... Pedal Studies

Schneider.....48 Organ Trios

Rheinberger.....Trios, Op. 49, Books I and II

Bach.....Little Preludes and Fugues begun

Bach.....The Four Voiced Chorale

Easy Solos by Classic and Modern Composers.

Accompanying the Plain Song.

**THIRD YEAR.**

Reimann and Armbrust..... Pedal Studies

Merkel.....Organ Etudes, Op. 182

Richter.....Organ Trios, Op. 39

Bach.....Little Preludes and Fugues, completed

Bach.....Trio Sonatas, begun

Sonatas and selected pieces by European and American composers.

Study of organ stops and registration.

Art of Accompanying, continued.

Junior Public Recital in the Major subject.

**FOURTH YEAR.**

Lemmens.....Organ School, Book 2

Clemens.....Modern Pedal Technique

Bach.....Great Preludes and Fugues, begun

Bach.....Trio Sonatas, continued

Buck.....Pedal Phrasing, Op. 28



Sonatas by Merkel, Mendelssohn, Reinberger and Gullmant.

Selected Solos and the Concert Pieces from the various Schools of Organ Composition.

Study of the Organ Mechanism, Tuning and Voicing.  
Senior Public Recital in the Major Subject.

#### **FIFTH YEAR.**

Nilson.....Pedal Technics

Bach.....Trio Sonatas, concluded

Bach.....Great Preludes and Fugues, continued

Sonatas by Mendelssohn, Rheinberger, Gullmant and others.

Symphonies by Widor and Vierne.

Solos, Overtures, and Concert Pieces.

Improvisation.

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### **THEORY OF MUSIC.**

To the student of music an accurate knowledge of the laws of harmony and composition is of the utmost importance.

Without this knowledge no student can truthfully be said to be well educated and cultured in music, nor can he hope to become any other than a performer dependent upon the superior knowledge of his teacher for the proper comprehension of such works as he wishes to perform.

With that knowledge the student becomes a musician as well as a performer.

Recognizing the absolute necessity of a thorough education in this line, the science of music, the Conservatory insists upon an exhaustive study of this indispensable requisite.

#### **HARMONY.**

Course 1. Notation, keys, scales, signatures, intervals, triads and chord connection. Harmonizing given basses and sopranos. Text: "Elementary Harmony," Heacox.

**Fall term repeated in winter term, two hours.**

Course 2. Chord of the Dominant Seventh, with all of its inversions. Secondary triads in major and minor with their inversions. Harmonizing basses and melodies in both open and closed position. Dominant major and minor ninth. Chord of the Diminished Seventh with its inversions. Modulation begun. Illustrative examples of chord progressions and modulations required at the piano. Text: "Twenty-four lessons in Harmony," Heacox; or "Harmony," Chadwick, Lessons VI to XXIV.

**Winter term, repeated in spring term, two hours.**

Course 3. Harmonizing basses and melodies which modulate. Exercises in modulation at the piano; transposition of the same into all keys. Original work. Secondary Seventh chords in major and minor with their inversions. Text: "Harmony," Chadwick; Lessons XXV to XLI.

**Spring term, repeated in fall term, two hours.**

Course 4. Chromatically altered chords; Enharmonic Changes; Modulation in general. Original Exercises. Piano Work. Text: "Harmony," Chadwick; Lessons XLII to LIV.

**Fall term, two hours.**

Course 5. The Suspension, Retardation, Appoggiatura, Anticipation, Passing-tone, Embellishment, Obligato Melody, Pedal point, Melodic figuration, Florid melodies, Accompaniments. The Figured Chorale. Original work. Text: "Harmony," Chadwick, completed.

**Winter term, two hours.**

#### **COUNTERPOINT AND FUGUE.**

Course 6. Simple Counterpoint in the five species, in two, three and four parts, with combinations of these species in three and four part exercises.

**Fall term, two hours.**

Course 7. Double Counterpoint in the octave, tenth and twelfth. Canon, strict and free. Fugue.

**Winter term, two hours.**

**ANALYSIS.**

Course 8. Thematic and Tonal structure of the section, phrase and period. Binary and Ternary forms. Analysis of the Beethoven Sonatas. Text: "Harmonic Analysis," Cutter.

**Spring term, two hours.**

**EAR TRAINING.**

Course 9. May be begun after completing course 1. The work requires the constant attention of the ear, and includes exercises in rhythm, notation, intervals in the major scale, motives and phrases selected from master works, exercises in the minor mode, chromatic passages, modulation. Text: "Ear Training," Heacox.

**Fall term, repeated in winter term, two hours.**

Course 10. Intervals, phrases and short exercises in two parts at once. Exercises in three and four parts at once. Inversions, suspensions, passing tones, modulation. Text: "Ear Training," Heacox; completed.

**Winter term, repeated in spring term, two hours.**

**HISTORY OF MUSIC.**

Courses 11-12-13. This course extends throughout three consecutive terms. The fall term is spent in tracing the development of music from primitive forms, including the music of the Congo Tribes in Africa, Australians, American Indians, Japanese, Chinese, and Hindoos, through the music of the ancient Greeks to that of modern times. In the winter term the development of the Classic and Romantic Schools and the growth of opera and oratorio are studied. In the spring term the lives and work of composers and musicians of note, including those of today, are studied.

This course is supplemented throughout by musical illustrations meant to show the general characteristics of the periods under discussion. A considerable amount of outside reading is required.

**Throughout the year, three hours.**

**GENERAL THEORY.**

Courses 14-15. This is a course of lectures designed to give the student that general knowledge in music necessary to true musicianship. The course includes Musical Rhythms, Tempo Marks, Abbreviations of Notation, Musical Groups, Slurs and Ties, Musical Embellishments, Musical Forms, The Suite, The Sonata Form, Other Movements of the Sonata, The Overture, Concerto, Symphony, Vocal Forms including the Mass, Aria, Vocal Rondo, Strophe-form, Art Song. Contrapuntal forms and Modern Dance Forms. Acoustics, Overtones, The Tempered Scale. The Orchestra and its Instruments. The Violin, Viola, Cello, Contrabass, etc. The Woodwind, The Brass Instruments and the Instruments of Percussion.

This course is free to all Conservatory students who desire to elect it, and will be required of all candidates for graduation from the Conservatory beginning with the class of 1911.

**Fall and winter terms, two hours.**

**CHORAL SINGING.**

Courses 16-17. This course is intended to enable the students to read choral music at sight. The course embodies exercises in notation, rhythm, scale and interval singing. Exercises in unison, two, three and four parts. Later a study of hymns, anthems, glees, oratorio and cantata choruses is taken up.

At the completion of this course it is expected that one shall have gained such proficiency in reading at sight as to enable him to pass the examinations for admission into the church choir or Oratorio Society. This course is open to all students and is required of Conservatory Students before graduation.

**Fall and winter terms, two hours.**

## Normal School Music

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The Normal Course in Public School Music, which is offered throughout the school year, may be completed in two terms. Classes will be organized only at the beginning of the fall and winter terms. This course, which is growing in favor with an increasingly large number of students, is designed to thoroughly prepare teachers for presenting a systematic course of vocal instruction in the public schools. Students desiring to complete this course are required to have two terms of Harmony (one of which must be taken before beginning the work in school music) and two terms of ear-training.

The work of the first term will include a thorough course in Terminology and Notation, with an abundance of practice in sight-singing. The material used for the latter work being the best of such music readers as are at present used in school work. Those who pass a satisfactory examination in the work of this term are admitted to the second term class.

The work of the second term embodies a presentation of methods of teaching school music in the various grades and in the high school. A study of the "child voice" is also made in the work of this term. The aim is to give the student a broad outlook on the whole field, training him to think and to judge for himself, rather than constraining him to adopt any one way of doing things. Our students have opportunity of observing the courses in actual practice in the public schools of Tabor by visiting the various grades in company with the teacher, as our instructor is also supervisor of music in these schools.

### ENSEMBLE PLAYING.

Ensemble, or concerted music work is of very practical value to a student, as it improves and broadens his general musicianship.

Self-control is cultivated by the necessity for careful listening, for steadiness of rhythm and for quick adjustment to the artistic needs of the moment.

Opportunity is given piano and violin students to play with various combinations of instruments, also to acquire the art of accompanying other instruments or voices.

Vocal students are given practice in singing in duets, trios, quartets and choruses.

## Musical Organizations

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### **TABOR ORATORIO SOCIETY.**

This is a society of about eighty voices, of which the Director of the Conservatory acts as Conductor. The work of the society has included the rendition of Handel's Messiah, Mendelsshon's Elijah, Haydn's Creation, Coleridge-Taylor's Hiawatha, Goring Thomas' Swan and Skylark, Edward Elgar's Banner of Saint George and Burch's Arminius.

Membership is open to all who have sufficient talent and ability to read the music of the choruses in the works mentioned above. Examinations for membership are held at the beginning of the fall and winter terms.

### **CONSERVATORY ORCHESTRA.**

Great interest is taken in this organization. Several instruments have recently been added and it is the intention of the director to have all the instruments of a symphony orchestra represented.

The orchestra affords students excellent training in ensemble playing. Any student sufficiently advanced upon any orchestral instrument may become a member.

### **CONGREGATIONAL CHURCH CHOIR.**

The church choir is heard oftener and appreciated better by the public than any other musical organization in Tabor. It is composed of thirty-five of the best singers in college and town. The opportunity to hear some of the best choral works well performed should be counted an important part of Conservatory students' training.



## General Information

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### ARTISTS' RECITALS.

In order that students of the institution may have the opportunity of hearing good music rendered by artists of superior ability, a course of artists' recitals is arranged for, extending throughout the school year.

These recitals are educational in their character. Tickets are given each Conservatory student on payment of the Incidental Fee.

### STUDENT RECITALS.

A very important part of the Conservatory student's training is the opportunity which is offered them for appearing from time to time in the student recitals, a number of which are arranged for during each term.

This is done in order that students may learn to appear in public without embarrassment.

### THE CONSERVATORY LIBRARY.

The Conservatory has a carefully selected library of standard music, consisting of over 1200 volumes, to which new numbers are constantly being added.

By means of this library students are saved a considerable expense in the purchase of many volumes of Etudes, Studies and other music (many of them expensive foreign publications) which they would not care for after having studied them.

The library fee is included in the Incidental fee, for which see page 93.

Whatever music students wish to own may be ordered through the Conservatory at reduced cost.

Conservatory students also have access to the College library which contains over 24,000 books and pamphlets.

**FACILITIES FOR PRACTICE.**

The Conservatory owns a number of excellent pianos, each one in a separate room, which are rented to students for practice purposes.

There are also a number of the Virgil Practice Claviers upon which students are recommended to do a part of their practicing.

Organ students will do their practicing on the excellent pneumatic organ in the Congregational church. Wind is supplied to this organ by a powerful water motor.

**FEEES.**

Tuition, payable in advance, two lessons per week.

CLASS LESSONS	Fall Term 13½ Weeks	Winter Term 11½ Weeks	Spring Term 11 Weeks
Piano, Organ, Violin, Singing, each.....	\$18 00	\$16 50	\$15 00
Harmony, Counterpoint, in classes .....	7 50	7 50	7 50
History of Music .....	3 00	3 00	3 00
Ear Training .....	5 00	5 00	5 00
Choral Training .....	1 00	1 00	1 00
Analysis .....			7 50
Normal School Music .....	10 00	10 00	10 00
<b>CHILDREN'S PREPARATORY COURSES</b>			
Elementary, two lessons a week, 30 cents per lesson .....	8 00	7 00	6 50
Advanced, two lessons a week, 50c per lesson .....	13 50	11 50	11 00
<b>PRIVATE LESSONS</b>			
Piano, Organ, Violin, Singing, each .....	27 00	23 00	22 00

**OTHER EXPENSES**

Rent of Piano, per term, one hour each day.....	\$ 3.00
Rent of church organ, per term, one hour each day.	15.00
Single hours .....	.25
Rent of practice clavier, per term, one hour each day .....	1 50
Incidental fee, per term .....	3.50
Tuition must be paid before lessons are given.	

## GOVERNMENT AND IDEALS.

All matters of business connected with the Conservatory, including tuition, arranging for classes, hours, etc., must be attended to invariably at the Conservatory office and not with teachers.

Application for admission to the Conservatory of Music involves a pledge of loyal observance of all the College regulations, which are few and simple, appealing to the students self-respect and personal responsibility. Students not amenable to this mode of discipline are not permitted to remain in the institution.

Tuition must invariably be paid before the second Tuesday of the term, and no reduction can be made for absence from lessons, except in the case of prolonged illness of not less than two weeks duration, when the loss will be shared equally with the student.

Students entering after the opening of the term will be charged pro rata, except that no allowance will be made on account of absence from the first week of any term.

Lessons occurring on legal holidays will not be given.

In case of expulsion from the Conservatory, no money will be refunded or certificate of credit allowed.

Pupils are required to attend their lessons regularly and at the appointed hour.

Subjects registered for cannot be changed after the first Saturday in each term.

Unsatisfactory work, bad conduct, or unpaid bills may subject a student to dismissal at the discretion of the faculty.

Attendance at lectures, recitals and concerts is considered a part of the school duties.

Students are expected to consult the Director before arranging to take part in any public exercises outside of the regular Conservatory work.

For further information regarding the work of the Conservatory, address Mr. Neille Odell Rowe, Director.

## The Summer School

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### FOURTH ANNUAL SESSION.

The demand for Summer School instruction has increased so rapidly that we feel thoroughly justified in presenting a very strong Summer School course for our fourth annual session. The last year's attendance was far greater than we had expected and the class of work was not excelled by any Summer School in the west.

Three months is a long time for a vacation. In most instances it is a longer time than is necessary. Students of mature years can profitably spend a part of their vacation in study. Regular academic and collegiate students may wish to do work during the summer to secure more desirable classification. Teachers of high schools and public schools may wish to equip themselves for more efficient work in their chosen professions, and at the same time accomplish some work that will give them credit toward a degree. Still others may desire to improve the summer months by pursuing some systematic study under the direction of competent instructors. To meet these demands the Summer School of Tabor College was organized.

To make the work of the Summer School conform to that of the regular school year the length of the Summer School is six weeks, or a half term.

Besides providing review courses and general and special certificate courses for teachers and those intending to teach, the Summer School carries on regular academic and collegiate instruction, thus enabling students to bring up back work and in many instances to graduate a year sooner than otherwise would be possible. It furnishes just the opportunity needed by High School students also to remove conditions or add the few credits required for an earlier graduation.

The instruction in the Summer School will be given by members of the regular Faculty of the College and

others, and will therefore conform to the same high standards which are maintained during the regular school year. Work satisfactorily completed will be credited on the books of the college.

A large number of courses are offered in collegiate, academic, and review work. Special courses in Physical Culture and Art. The tuition is \$10.00 for the six weeks.

Students of the Summer School have free use of the splendid College Library, Reading Room and Gymnasium.

The Summer Session opens June 17th, 1912. Send for special bulletin and information.

An examination for teachers' certificates will be conducted at the close of the session.

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## Honors

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### COLLEGE.

Two honors will be awarded to the graduating class.

The first honor will be awarded to the student whose rank in studies throughout the course to the end of the winter term is highest.

The second honor will be awarded to the student whose rank in studies throughout the course to the end of the winter term is next to the highest.

At least two years of residence are required for eligibility for either honor. Only credits received in Tabor College will be considered.

### ACADEMY.

Two honors, a first and second, will be awarded to the members of the senior class whose rank in studies during the senior year is highest and next to the highest.

## Prizes for 1911-12

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### COLLEGE.

#### ORATORY.

To each of the Freshman and Sophomore and Junior classes will be awarded two prizes for original orations, the award to be based upon excellence in thought, style, and delivery.

The class contests occur about the middle of the college year. During commencement week the winners of first and second places among the classes compete for the right to represent the college in the state contest.

#### SCHOLARSHIPS.

Two scholarships will be awarded to members of the sophomore class. In awarding these scholarships preference will be shown to those students who have been regular in their courses of study during the freshman and sophomore years, and who purpose to continue regular throughout the remainder of the course. But a student may be eligible whose work at the end of the sophomore year is complete.

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### ACADEMY.

#### ORATORY.

Two prizes will be awarded to academy students for excellence in declamation.

#### SCHOLARSHIPS.

To graduates of the academy the college trustees offer the scholarships upon the same terms as to graduates of High Schools, as described on page 35.

These scholarships are good for one-half tuition in any college course throughout that course.

They do not include incidental or laboratory fees, and are not transferable.

A student already holding a scholarship will not be eligible to these academy scholarships.

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## AWARD OF PRIZES IN ORATORY 1910-1911.

The first place in the oratorical contest was won by Mr. Claude Bicknell; the second place by Miss Catharine Barbour, both of Tabor.

### PRIZES AND HONORS.

The first honor student of the class of 1911 was Miss Herma Gail Marshall of Arlington, Neb. The second honor student was Miss Alice Campbell of Farragut.

The Sophomore class honors were awarded to Miss Lois Hunter. Second place to Miss Mildred Hunter, both of Tabor.

The honors of the Senior Academy class were won by Miss Marguerite Mischler and Miss Matilda Pieper, both of Minden.

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## Gifts and Bequests

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For the convenience of anyone who may wish to make a gift to the college, the following form of bequest is suggested:

I give and bequeath to Tabor College, Tabor, Iowa, the sum of \$....., or, the following real estate (here give exact description of property) or, all my property of whatever description or wherever situated, or all my property except (here give exact description of that which is excepted).

All wills and codicils to wills must be signed by the testator and declared by him in the presence of two witnesses to be his last will and testament. A statement of



these facts shall follow the testator's signature and be dated and subscribed to by the witnesses in the presence of the testator and each other.

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### ANNUITY GIFTS.

To all friends of Christian Education who are advanced in years, the annuity plan of giving makes a most attractive and safe investment. In addition to providing the annual income to the giver throughout his life-time, he has the assurance of knowing his money will go directly to his chosen channel of usefulness throughout all the coming years.

It saves the necessity of anxiety regarding the profitable investing of one's principal. It provides a fixed income. The interest may be received annually, semi-annually, or quarterly as desired. It is secured by all the property and funds of the institution. It is free from taxation. It becomes a permanent memorial to the giver and his family. It is both a gift and a safe, secure life-investment. Annuities may be given to be used for certain specific purposes, if desired; as, for example, the endowing of a Professorship of a department of college instruction, for a library fund, or as an aid to worthy, needy students.

Tabor College invites the consideration of all persons of middle or elderly life who wish to know that their money will go into useful and proper channels, but who must have a steady, assured income. The rate of interest on annuities already given to Tabor College varies from 4 to 6 per cent, according to the need of the donor. The trustees stand ready to arrange for any special rates that may be needed for men and women in advanced life.

Anyone wishing to consider this attractive and helpful method of combining investment and donation may communicate their wishes to the President and he will meet them personally and see that the papers are drawn to their complete satisfaction.

## Students

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The names of all students enrolled between January 1, 1911, and the date of publication of this catalogue are given in the following lists; undergraduates are classified according to their credits on the college books during the fall term, 1911.

Undergraduates are enrolled during the fall term, 1911, are classified according to standing when they left college.

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### COLLEGE.

#### DEGREES CONFERRED IN 1911.

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##### DOCTOR OF DIVINITY.

Rev. Frank D. Burhans.....Chicago, Ill.  
 Rev. Duane Rifenbark.....Madison, S. D.  
 Rev. John Howland.....Guadalajara, Mexico

##### BACHELOR OF ARTS.

Alice Campbell.....Farragut, Iowa  
 Mary Ethel Cunningham.....Malvern, Iowa  
 M. C. Galpin.....Emerson, Iowa  
 Frank Gilliland.....Tabor, Iowa  
 Frank E. Green.....Malvern, Iowa  
 Bernie Field Hume.....Tabor, Iowa  
 Glenn Leonidas Johnson.....Tabor, Iowa  
 Herma Gail Marshall.....Arlington, Nebr.  
 Harriet Minerva Wyman.....Lincoln, Nebr.

##### POST-GRADUATE WORK.

Susan Grace Jewell, Apologetics.....Tabor, Iowa  
 Fern M. Williams, philosophy.....Tabor, Iowa

**SENIORS.**

Ethel Agnes Baggs.....	Tabor, Iowa
Carrie Leora Carson.....	Tabor, Iowa
Ray Anderson Eusden.....	Marne, Iowa
Agnes Miriam Harris.....	Marne, Iowa
Mary Helen Loose.....	Thurman, Iowa
Seth J. Pease.....	Juniata, Nebr.
Charles Willard Perkins.....	Shenandoah, Iowa
Herman E. Redenbaugh.....	Tabor, Iowa

**JUNIORS.**

Mary Lois Hunter.....	Tabor, Iowa
Mildred Grace Hunter.....	Tabor, Iowa
Albert Edison Moyers.....	Tabor, Iowa
Paul Pittman.....	Tabor, Iowa
Walter Stanley Todd.....	Tabor, Iowa
Lucius Matthews Perkins.....	Shenandoah, Iowa

**SOPHOMORES.**

Ida Pearl Anderson.....	Farragut, Iowa
Catharine Barbour.....	Tabor, Iowa
Claude C. Bicknell.....	Tabor, Iowa
Margaret Mae Cunningham.....	Malvern, Iowa
Pauline Everett.....	Scotts Bluff, Neb.
Albert Lloyd Grinnell.....	Avoca, Iowa
Rilla Hanley.....	Shenandoah, Iowa
Thane Boyd Johnson.....	Tabor, Iowa
Gladys Louise Kemp.....	Blair, Neb.
Leta Jane Marshall.....	Arlington, Neb.
Arthur Grant Mauk.....	Tabor, Iowa
Herbert Peterson.....	Essex, Iowa
Ralph Pittman.....	Tabor, Iowa
Gertrude Vera Reeves.....	Tabor, Iowa
Gertrude Stiner.....	West Side, Iowa
Arthur Wilhelm Tornquist.....	Shenandoah, Iowa
Litta Alice Walker.....	Randolph, Iowa
George Earle Warner.....	Emerson, Iowa
Helen Georgia Woods.....	Tabor, Iowa

**FRESHMEN.**

Charles Brush.....	Coin, Iowa
Zella M. Fisher.....	Underwood, Iowa
Marie Elfrida Harris.....	Tabor, Iowa
John George Herbst.....	Milford, Iowa
Marguerite C. Mischler.....	Minden, Iowa
Matilda H. Pieper.....	Minden, Iowa
Carrie Redenbaugh.....	Tabor, Iowa
Harriet Nina Tipple.....	Tabor, Iowa
Wilbur Mann.....	Tabor, Iowa
Ralph Jones.....	Tabor, Iowa
Una Weatherhead.....	Tabor, Iowa

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**ACADEMY.****GRADUATES IN 1911.**

Charles E. Brush.....	Coin, Iowa
Zella M. Fisher.....	Underwood, Iowa
Marie Elfrida Harris.....	Tabor, Iowa
John George Herbst.....	Milford, Iowa
Marguerite M. Mischler.....	Minden, Iowa
Matilda H. Pieper.....	Minden, Iowa
Glenn H. Summers.....	Malvern, Iowa

**SENIOR CLASS.**

Ralph J. Garner.....	Bridgewater, Iowa
Lillie Alice Andrews.....	Tabor, Iowa
Fred Barton.....	Council Bluffs, Iowa
Charles William Baskerville.....	Greeley, Iowa
Jessie Alice Emarine.....	McClelland, Iowa
John C. Hartwell.....	McClelland, Iowa
Jay Lincoln Ritchie.....	Florence, Neb.
Beulah May Spittler.....	Sidney, Iowa
Edwin Curtius Todd.....	Tabor, Iowa
William E. Underwood.....	Neola, Iowa
Mona R. Walter.....	Corning, Mo.

**MIDDLE CLASS.**

Opal Maude Bicknell.....	Tabor, Iowa
Frank E. Chamberlain.....	Malvern, Iowa

Alphonso E. Cook.....	Broken Bow, Neb.
Alice Dalton.....	Tabor, Iowa
Nellie Dalton.....	Tabor, Iowa
William Freeman Hough.....	Tabor, Iowa
Ralph Linville.....	Glenwood, Iowa
Ella M. Paulu.....	Vining, Iowa
Emma Jean Rook.....	Silver City, Iowa
Myrtle W. Snyder.....	Coin, Iowa
Lawrence Washburn.....	Hastings, Iowa

**JUNIOR CLASS.**

Ethel Adams.....	Tabor, Iowa
Jerome Jaffers Brintnall.....	Tabor, Iowa
Russell W. Meyers.....	Tabor, Iowa
Augusta Ruth Paulu.....	Vining, Iowa
Ivar Antonius.....	Council Bluffs, Iowa
Mildred McGrew.....	Emerson, Iowa
Lavrits Peterson.....	Britt, Iowa
Zaida Tipple.....	Tabor, Iowa
Albert Davison.....	Tabor, Iowa
Laura M. Guile.....	Tabor, Iowa
Adolph Hansen.....	Ruthven, Minn.
Ralph Sterling Hicks.....	Rapid City, S. D.
Everett Miller.....	Tabor, Iowa
Glenn McNay.....	Silver City, Iowa
Carl Rollin Phelps.....	Glenwood, Iowa
Marion Stupfell.....	Council Bluffs, Iowa
Ethel Stupfell.....	Council Bluffs, Iowa

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**COMMERCIAL DEPARTMENT.**

Charles W. Baskerville.....	Greeley, Iowa
Fred Barton.....	Council Bluffs, Iowa
Howard C. Colby.....	Tabor, Iowa
Howard Edgington.....	Tabor, Iowa
John Geo. Herbster.....	Milford, Iowa
Eva Johnston.....	Randolph, Iowa
Eulalie Snow.....	Ranchester, Wyo.
Frederick W. Starr.....	Tabor, Iowa

R. Earl Starr.....	Tabor, Iowa
Vernon Wyant.....	Tabor, Iowa
Jerome Brintnall .....	Tabor, Iowa
Alice Dalton .....	Tabor, Iowa
Nellie Dalton.....	Tabor, Iowa
Ralph Linville.....	Tabor, Iowa
Herbert Peterson.....	Essex, Iowa
Ivar Antonius.....	Council Bluffs, Iowa
Mildred McGrew .....	Emerson, Iowa
Lavritz Peterson.....	Britt, Iowa
Harold Thornton.....	Bartlett, Iowa
Joanna Young.....	Gackle, S. D.
Amelia Goranson.....	Red Oak, Iowa
Wilbur Mann.....	Tabor, Iowa
Wayne R. Richardson.....	Tabor, Iowa
Nellie Esma Scott.....	Emerson, Iowa
James E. Irwin.....	Big Horn, Wyo.
Myrtle E. Rice.....	Tabor, Iowa
Laura M. Guile.....	Tabor, Iowa
Albert Davison .....	Tabor, Iowa
Ralph J. Garner.....	Bridgewater, Iowa
Adolph Hansen.....	Ruthvon, Minn

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## CONSERVATORY DEPARTMENT.

### GRADUATES.

Ella Viola Honeyman.....	Emerson, Iowa
Ethel May Todd.....	Tabor, Iowa

### SENIORS.

Claudine Friederichsen.....	Avoca, Iowa
Mona Rebecca Walter.....	Corriang, Iowa

### UNDERGRADUATES.

Florence Aileen Aistrope.....	Tabor, Iowa
Margaret Mae Aistrope.....	Tabor, Iowa
Lillie Alice Andrews.....	Tabor, Iowa
Charles E. Brush.....	Coin, Iowa
Ruby Anna Dobney.....	Tabor, Iowa

Howard C. Colby.....	Chicago, Ill.
Myrtle Lucinda Snyder.....	Coin, Iowa
Bertha Margaret Russell.....	Malvern, Iowa
Gertrude Vera Reeves.....	Tabor, Iowa
Portia Lucille Kemp.....	Blair, Neb.
Jessie Alice Emarine.....	McClelland, Iowa
Benjamin Hall.....	Tabor, Iowa
Mary Helen Loose.....	Thurman, Iowa
Victor Laird.....	Sidney, Iowa
Paulline Everett.....	Scotts Bluff, Neb.
Ruth Augusta Paulu.....	Vining, Iowa
Joyce Williams.....	Tabor, Iowa
Russell Willis Myers.....	Tabor, Iowa
Charles F. Woolsey.....	Tabor, Iowa
Beulah Mary Spittler.....	Sidney, Iowa
Alice Theodore Wilkins.....	Malvern, Iowa
Jessie Alberta Wilkins.....	Malvern, Iowa
Clarence Sheldon Hurlbutt.....	Tabor, Iowa
Blair DeWitt Wyant.....	Tabor, Iowa
Beulah Matheny.....	Randolph, Iowa
Ruth Loose.....	Thurman, Iowa
Margaret Esther Hill.....	Tabor, Iowa
Alphonso Eaton Cook.....	Broken Bow, Neb.
Ruth Kilpatrick.....	Tabor, Iowa
Margaret Roebling.....	Omaha, Neb.
Mildred McGrew.....	Emerson, Iowa
Helen Margaret Campbell.....	Hamburg, Iowa
Ralph Benjamin Bell.....	Tabor, Iowa
Cleva Carson.....	Tabor, Iowa
Edith Alene Chantry.....	Tabor, Iowa
Lydia Elizabeth Dobney.....	Malvern, Iowa
Mrs. Warren Gregory.....	Tabor, Iowa
Albert Lloyd Grinnell.....	Avoca, Iowa
Laura Madeline Guile.....	Tabor, Iowa
Adolph Hansen.....	Ruthven, Minn.
Marie Elfrida Harris.....	Tabor, Iowa
Fred Henderson.....	Tabor, Iowa
Ralph S. Hicks.....	Rapid City, S. D.
William Freeman Hough.....	Tabor, Iowa



Hazel Mae Hunter.....	Tabor, Iowa
Lillian R. Hurlbutt.....	Tabor, Iowa
Mrs. Bessie A. Kline.....	Tabor, Iowa
Leigh Conrad Ledgeway.....	Tabor, Iowa
Bernard Ellsworth Mann.....	Tabor, Iowa
Hazel McCartney.....	Thurman, Iowa
Juanita Wynafred Parkison.....	Tabor, Iowa
Carrie Estella Redenbaugh.....	Tabor, Iowa
Myrtle Rice.....	Tabor, Iowa
Georgia Ruth Rudig.....	Griswold, Iowa
Carrie Belle Stubbs.....	Sidney, Iowa
Harriet Nina Tipple.....	Tabor, Iowa
Arthur Wilhelm Tornquist.....	Shenandoah, Iowa
Will Franklin Walker.....	Tabor, Iowa
Mary Ethel Adams.....	Tabor, Iowa

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## ART DEPARTMENT.

### **FREEHAND DRAWING PUPILS.**

Ethyl Adams.....	Van Wert, Iowa
Pearl Anderson.....	Farragut, Iowa
Ethel Baggs.....	Tabor, Iowa
Charles Brush.....	Coin, Iowa
Alphonso Cook.....	Broken Bow, Neb.
Paulline Everett.....	Scotts Bluff, Neb.
Zella Fisher.....	Council Bluffs, Iowa
John Hartwell.....	McClelland, Iowa
George Herbster.....	Milford, Iowa
Rilla Hanley.....	Shenandoah, Iowa
Marguerite Mischler.....	Minden, Iowa
Margaret Madison.....	Sidney, Iowa
Matilda Pieper.....	Minden, Iowa
Herbert Peterson.....	Essex, Iowa
Carl Phelps.....	Glenwood, Iowa
Jay Lincoln Ritchie.....	Florence, Neb.
Margaret Roebling.....	Omaha, Neb.
Glenn Summers.....	Malvern, Iowa
Myrtle Snyder.....	Coin, Iowa

Edwin Todd.....	Tabor, Iowa
Blair Wyant .....	Tabor, Iowa

**OIL PAINTING.**

Ethyl Adams.....	Van Wert, Iowa
Carl Phelps.....	Glenwood, Iowa
Jay Ritchie.....	Florence, Neb.
Carrie Carson.....	Tabor, Iowa

**WATER COLOR.**

Ethyl Adams.....	Van Wert, Iowa
George Herbster .....	Milford, Iowa
Carl Phelps.....	Glenwood, Iowa
Margaret Roebling.....	Omaha, Neb.
Margaret Madison.....	Thurman, Iowa
Elsie Russell.....	Tabor, Iowa
Earl Warner.....	Emerson, Iowa
Helen Woods.....	Tabor, Iowa

**PASTEL.**

Ethyl Adams.....	Van Wert, Iowa
Carrie Carson.....	Tabor, Iowa
Edna Goy.....	Tabor, Iowa

**CRAYON DRAWING.**

Ethyl Adams.....	Van Wert, Iowa
George Herbster .....	Milford, Iowa
Beulah Spittler.....	Sdiney, Iowa

**PEN DRAWING.**

Herbert Peterson.....	Essex, Iowa
Carl Phelps.....	Glenwood, Iowa

**CHINA PAINTING.**

Ethyl Adams.....	Van Wert, Iowa
Mrs. Adelia Aistrope.....	Tabor, Iowa
Alice Campbell.....	Farragut, Iowa
Gertrude Ellis.....	Tabor, Iowa
Paulline Everett.....	Scotts Bluff, Neb.
Edna Goy.....	Tabor, Iowa
Flora Howard.....	Tabor, Iowa

Lillian Hurlbutt.....	Tabor, Iowa
George Herbster .....	Milford, Iowa
Mrs. W. B. Johnson.....	Tabor, Iowa
Carl Phelps.....	Glenwood, Iowa
Lincoln Ritchie.....	Florence, Neb.
Beulah Spittler.....	Sidney, Iowa
Myrtle Snyder.....	Coin, Iowa
Elizabeth Swanson.....	Council Bluffs, Iowa
Mildred McGrew.....	Emerson, Iowa
May L. Sutton.....	Audubon, Iowa
Margaret Madison .....	Thurman, Iowa
Lelia Thrasher.....	Nevada, Iowa
Mona Walter.....	Corning, Iowa
Blair Wyant.....	Tabor, Iowa
Pearl Fairy Kiddoo.....	Glenwood, Iowa
Pearl Zimmer.....	Glenwood, Iowa
Rebecca Smith.....	Tabor, Iowa
Helen Woods.....	Tabor, Iowa

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## SUMMER SESSION.

### HIGH SCHOOL AND ACADEMY.

May Anderson.....	Tabor, Iowa
Myrth Gaylord .....	Tabor, Iowa
Merley Hoffman.....	Tabor, Iowa
Jennie Laird.....	Tabor, Iowa
Lura Lewis.....	Glenwood, Iowa
Zaida Tipple.....	Tabor, Iowa
Roy Straw.....	Tabor, Iowa
Esma Scott .....	Tabor, Iowa
Lyle Weatherhead .....	Tabor, Iowa
Charles Zess .....	Tabor, Iowa
Gertrude Ellis.....	Tabor, Iowa
Mona Walter.....	Corning, Mo.
Blair Wyant .....	Tabor, Iowa
Mae Zess.....	Tabor, Iowa
Maggie Watkins.....	Tabor, Iowa

**COLLEGE.**

Laura McCormick.....	Tabor, Iowa
Agnes Harris .....	Tabor, Iowa
Frank E. Green.....	Malvern, Iowa
M. C. Galpin.....	Emerson, Iowa
Helen M. Campbell.....	Hamburg, Iowa
Helen G. Woods.....	Tabor, Iowa
Jas. Westhoff.....	Shoshone, Idaho
Earle Warner..	Emerson, Iowa

**NORMAL.**

Lenore McFarland.....	Malvern, Iowa
Pearl McFarland.....	Malvern, Iowa
Lois G. McGrew.....	Emerson, Iowa
A. Laura McDowell.....	Emerson, Iowa
Leota L. Long.....	Hamburg, Iowa
Pearl McLain.....	Emerson, Iowa
Adessa Irvin .....	Coin, Iowa
Gladys Irvin.....	Coin, Iowa
Mildred Hunter .....	Tabor, Iowa
Emma Herr.....	Tabor, Iowa
Beulah F. Hackett.....	Tabor, Iowa
Bessie Haroldson.....	Tabor, Iowa
Lester L. Forney.....	Thurman, Iowa
Josephine Evans.....	Tabor, Iowa
Doris Brower.....	Hamburg, Iowa
Lucille Brush.....	Brush, Iowa
Lucille Brush.....	Coin, Iowa
Marguerite McPherren.....	Glenwood, Iowa
Minnie Madison.....	Thurman, Iowa
Margaret Madison.....	Thurman, Iowa
Leta McCracken.....	Tabor, Iowa
Annie Mills .....	Tabor, Iowa
Mable Page.....	Tabor, Iowa
C. L. Robbins.....	Tabor, Iowa
Lucy Smith.....	Tabor, Iowa
Bertha Smay.....	Thurman, Iowa
Edith Shoemaker.....	Silver City, Iowa
Merle A. Tracy.....	Emerson, Iowa

Pearl Thomas.....Tabor, Iowa  
 Grace Watts.....Sidney, Iowa  
 Ethel Yates.....Emerson, Iowa

**SUMMARY.**

College .....	55
Academy .....	46
Conservatory .....	63
Commercial .....	30
Art .....	66
Summer School.....	54
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Grand Total.....	314
Duplicate Entries.....	91
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Net Total.....	223

## Alumni

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Every fifth year we expect to publish a complete Alumni register recording the vital statistics of the various members. The next catalog to include this register will be for the years 1914-1915.

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### OFFICERS OF THE ALUMNI ASSOCIATION.

Mrs. Mina Blake, '83, R.F.D., Malvern, Ia., . President  
 Myron C. Gaston, '01, Tabor, Ia. . . . . Vive President  
 Mrs. B. B. Miller, '06, Tabor, Ia., . Corresponding Sec'y  
 Susan G. Jewell, '04, Tabor, Ia., . . . Recording Sec'y  
 C. L. Hall, '99, Tabor, Ia., . . . . . Treasurer

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#### CLASS OF 1870.

Burton Isaac Cumings, A. B.	James Morris, A. B.
Lucy Cumings, B. L.	Salome R. Shepardson, B. L.
H. Marie Gaston, B. L.	Margaret H. Todd, B. L.
Asbury S. McPherson, A. B.	

#### CLASS OF 1873.

Lillie J. Carpenter, A. B.	Adelbert E. Kellogg, A. B.
Thomas W. DeLong, A. B.	Frederick W. Lehmann, A. B.
Hiram A. Disbrow, A. B.	Andrew B. Thornell, A. B.
Anna Glover, B. L.	Eva L. Woods, A. B.
Pillie Glover, B. L.	

#### CLASS OF 1874.

Edwin Strong Hill, A. B.	Othello Rice, A. B.
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#### CLASS OF 1875.

Milo H. Gates, A. B.	George W. Taylor, A. B.
Stephen A. Osborn, A. B.	Irene West, A. B.
Ormond G. Sexton, A. B.	Lester L. West, A. B.

#### CLASS OF 1876.

Robert Aiton, A. B., A. M.	Edward Houghton, B.S., A. B.
Dora Almeria Ellis, B. L.	Lycurgus E. Pangburn, A. B.
Harriet S. Ellis, B. L.	Quintus Curtius Todd, A. B.
Ella M. Ellis, B. L.	William A. Wyman, A. B.

**CLASS OF 1878.**

Edward H. Ashman, A. B.	Mary Buffington, B. L.
Carrie E. Briggs, B. S. and Music.	Alden Buell Case, A. B.
Alice E. Brothers, B. L.	Myra G. Rice, B. L.
	Charles Lewis Sturgis, A. B.

**CLASS OF 1879.**

Lizzie Buffington, B. L.	Bertha R. Todd, B. L.
Belle Osborn, B. L.	Frances Wright, B. L.

**CLASS OF 1880.**

George B. Barnum, B. L.	William H. Dalton, A. B.
Fannie M. Dalton, B. L.	James M. Hopkins, B. L.

**CLASS OF 1881.**

Edward L. Blackshear, A. M.	Hightower T. Kealing, A. M.
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**CLASS OF 1882.**

George A. Day, A. B.	Walter M. Ellis, A. B.
Mary Eliza Day, B. L.	Emily C. Gaston, A. B.
Edmund Bruce Edgar, B. S.	

**CLASS OF 1883.**

Lewis B. Avery, A. B.	Josie Watkins, Music.
Mina V. Munsinger, B. L.	Henry Nelson Wood, B. S.
Benjamin F. Swatman, B. S.	Carlton C. Wright, A. B.

**CLASS OF 1884.**

Nellie M. Barbour, A. B.	Stephen A. Merritt, B. S.
Edna Brintnall, B. S.	Newton J. Rice, A. B.
William C. Houghton, A. B.	Marie Tolman, B. L.
Irwin A. Loose, B. S.	

**CLASS OF 1885.**

Gilbert E. Brooks, B. S.	Robert Hunter, A. B.
Edward W. Harney, B. S.	Albert J. Munsinger, B. S.
Leverett A. Hill, B. S.	Julia Ernestine Teele, A. B.

**CLASS OF 1886.**

Senah Baylor, B. L.	Lydia Mary Geer, B. L.
Edith Marian Brooks, A. B.	Walter W. Goddard, B. S.
Eugene W. Brooks, A. B.	Elsie Moulton, B. L.
Charles Manly Day, A. B.	Maud Pinkerton, B. L.
Harriet A. Farnham, B. S.	Frederick E. Teele, B. S.
Cora Ella Gaston, B. L.	

**CLASS OF 1887.**

Ellen Gaston, B. L.	Frank M. Somers, B. S.
Theta Hart, B. L.	Anna R. Teele, B. L.

**CLASS OF 1888.**

Walter A. Brintnall, A. B.	Bertha Matthews, B. L.
Ed. DeWitte Brooks, A. B.	Mary B. Payne, B. L.

**CLASS OF 1889.**

William A. Beckett, B. L.	William M. Sturms, A. B.
James R. Graham, B. L.	Berthold L. Webber, A. B.



**CLASS OF 1890.**

Anna Marie Andres, B. S.	Carl R. Ickis, B. S.
Harriet K. Avery, B. L. A. B.	Emily Rachel Jaffers, B. L.
Helen A. Brooks, B. L., A. M.	Ella A. Kilburn, A. B.
Elmer Jacob Burkett, B. S.	Ida L. Robbins, B. S.
Florence A. Glover, B. L.	

**CLASS OF 1891.**

Raymond C. Brooks, A. B.	Warren H. Ickis, B. S.
Lillie J. Gaston, Music.	Margaret Lawrence, B. S.,
Edwin Ewell Harris, B. S.	A. M.
Virgil Benedict Hill, B. S.	Joseph Harold Murphy, B. S.
Charles E. Howard, B. L.	

**CLASS OF 1892.**

Abbie G. Merwin, B. L.	Edward N. Prouty, B. S.
Alice C. Piper, B. L.	Myrtle Williams, B. S.

**CLASS OF 1893.**

Mary Barbour, B. L.	P. Adelstein Johnson, Ph. B.
Effie Chambers, B. L.	James Smith Torrence, A. B.

**CLASS OF 1894.**

Sylvia M. Drake, B. L.	Frederick Long, A. B., A. M.
Louise Fairfield, B. L.	Annie Louise McCredie, B. L.
Myrtle Foote, B. L.	Winifred Wells, Music.

**CLASS OF 1895.**

Florence A. Clark, B. L.	Viola Palmer, Music.
Howard Spillman Galt, B. S.	Nancy Ellen Sheldon, Music.
Charles B. Hatton, A. B.	William Henry Speese, B. L.
Myra McClelland, A. B.	Louise A. West, B. L.

**CLASS OF 1896.**

Harriet Ankeny, Music.	Benjamin H. Matthews, B. S.
Mary Barnes, Music.	Pearl Eva Andrews, A. B.
Albert E. Barry, B. S.	Emma C. Nordquist, Music.
Ruth Burnham, Music.	Clyde Hull Osborn, A. B.
Ernest Emil Frisk, B. S.	Ella May Piper, B. L.
Abbie Marie Gaston, B. L.	Edna Thain, Music.
Gertrude Hawley, Music.	Daisy M. Williams, Music.

**CLASS OF 1897.**

Nellie Antrim, Music.	Lillie May Ricker, Music.
Anna Pamela Brooks, A. B.	Edward Schneider, B. S.
Roy Clifford Cully, A. B.	Louis Ray Wells, A. B.

**CLASS OF 1898.**

James Albert McKenzie, A. B.	Luella Reed, B. L.
Louise Moulton, A. B.	Frank Milton Sheldon, B. S.
Fred E. Palmer, A. B.	John Ogilvie Stevenson, A. B.
William Rufus Pratt, A. B.	

**CLASS OF 1899.**

Clark Briggs Cumings, B. S.	Jesse B. Sutton, A. B.
Elsie Faurote, B. S.	Vera Adelle Tipple, Music.
Cloid Logan Hall, B. L.	Alice L. West, A. B.
Jesse George Holmes, B. S.	Irene West, Ph. B.
Fred Farrand Osborn, A. B.	Louise A. West, Music.
Homer H. Skaggs, A. B.	

**CLASS OF 1900.**

Leon Alva Baldwin, B. S.	Mabel C. Huston, A. B.
James Will Blair, A. B.	Alice Keenan, Ph. B.
Marie Edith Davis, B. L.	Clara Tuttle, A. B.
Edgar George Frazier, Ph. B.	

**CLASS OF 1901.**

Thomas Askin, A. B.	Myron Clinton Gaston, A. B.
Ernest Warren Barnes, Ph. B.	Alice Ide, Ph. B.
Emily Jane Colby, Ph. B.	Grace E. Lawrence, Ph. B.
Lina Foss, Ph. B.	Ivy Lewis, Ph. B.
George Ralph Gaston, A. B.	Katharine Myrta Young, A. B.

**CLASS OF 1902.**

Gilbert Bruce Blair, A. B.	Clara L. Greenwood, Music.
Alexander Corkey, A. B.	Lora A. Hamilton, Ph. B.
Mary Gertrude Duncan, A. B.	Nettie E. Hughes, A. B.
George Francis Faurete, B. S.	Bess Freeman Osborn, Ph. B.
Marie Foss, A. B.	Luther O. Pfeiffer, A. B.
Alonzo A. Gaston, A. B.	Mabel Clair West, B. S.
Pearle Gillilland, A. B.	May H. Young, Ph. B.

**CLASS OF 1903.**

Charles R. Barnes, A. B.	Frances A. Jewell, A. B.
Mabel Crose, Ph. B.	Fred C. Laird, Ph. B.
Jessica Field, B. S., A. B.	Romie Elsie Lundeen, A. B.
Gwendolen Gillilland, A. B.	Fern Marian Williams, A. B.
Charles A. Hurlbutt, Music.	

**CLASS OF 1904.**

William E. Askin, Ph. B.	Mattie W. Morrison, A. B.
Altie Marie Cummings, Ph. B.	Mary Anna Reed, A. B.
Grace Adelia Hawley, Ph. B.	Susanna Thornell, A. B.
Charles L. Housel Ph. B.	Katharine Warner, Music.
Susan Grace Jewel, A. B.	Benjamin H. Williams, Ph. B.

**CLASS OF 1905.**

Bess Gillilland, A. B.	Ralph Ellis Todd, A. B.
Leona Lybe, A. B.	Eula Vivian Woodlands, A. B.
Eva Alice Rhode, A. B.	Emma Louise Woodruff, A. B.
Mabel Grace Rhode, A. B.	

**CLASS OF 1906.**

Benjamin S. Barnes, A. B.	Belva Laird, A. B.
Bertha Mae Barnes, A. B.	Frances E. Thornell, Music.
Della Birchard, A. B.	Eunice Wilkins, Music.
George Aretus Brown, A. B.	Geraldine Woodruff, Music.
Elmer W. Galt, A. B.	

**CLASS OF 1907.**

Edith Grace Boyd, A. B.	Hermie Howard, Music.
Ethel Estelle Curtis, A. B.	Marcellus Redenbaugh, A. B.
Claire Helfenstein, Music.	Blanche Iona Stevens, A. B.
Anna May Howard, A. B.	

**CLASS OF 1908.**

Royal Stanley Barnes, A. B.	Bessie G. Tourtelotte, A. B.
Paul Victor Ellis, A. B.	Joyce Williams, A. B.
Margaret M. Fordyce, Music.	Ralph F. Williams, A. B.
Catharine R. Hanley, A. B.	Elizabeth Winchell, A. B.
Lulu Evelyn Kilpatrick, A. B.	Olive Worsley, Music.

**CLASS OF 1909.**

Loin N. Barbour, A. B.	Herbert T. McAllister, A. B.
Arthur B. Cumings, A. B.	Myrtle E. Rice, A. B., A. M.
Herman Otto Ehlers, A. B.	Frances Grass, Music.
Reese Blair Ellis, A. B.	Jennie May Tuey, Music.

**CLASS OF 1910.**

Lester Claire Todd, A. B.	Howard C. Colby, A. B.
Carl G. Wenstrand, A. B.	Ramona O. Coy, A. B.
Ralph Williams, A. B.	Lillian Cunningham, A. B.
Millard Wyant, A. B.	Minnie L. Koester, A. B.
Chloe Anderson, A. B.	Jitsuye Koike, A. B.
Zilpah Barbour, A. B.	Thos. McDaniell, A. B.
Grace W. Clark, A. B.	Elizabeth Swanson, A. B.

**CLASS OF 1911.**

Campbell, Alice, A. B.	Hume, Bernie Field, A. B.
Cunningham, Mary Ethel, A. B.	Johnson, Glenn Leonidas, A. B.
Galpin, M. C., A. B.	Marshall, Herman Gail, A. B.
Green, Frank E., A. B.	Todd, Ethel May, Music.
Honeyman, Ella Viola, Music.	

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**ALPHABETICAL LIST OF ALUMNI.**

Aiton, R., '76; "The Olympia," Washington, D. C.  
 Andres, Anna M. (Mrs. R. H. Crookes), '09; 519 16th street, South Omaha, Neb.  
 Anderson, Chloe, '10; Farragut, Iowa.  
 Ankeny, Harriet (Mrs. H. H. Harris), '96; Orient, Iowa.  
 Antrim, Nellie (Mrs. Paul Pizey), '97; Boise, Idaho.  
 Ashman, E. H., '78; deceased.  
 Askin, Thomas, '01; Pierre, S. D.  
 Askin, W. E., '04; S. Pasadena, Cal.  
 Avery, L. B., '83; San Jose, Cal.  
 Avery, Harriet, '90; Tabor, Iowa.  
 Baldwin, L. A., '00; Elliott, Iowa.  
 Barbour, Nellie M. (Mrs. H. S. Williams), '84; Ethanac. Cal.  
 Barbour, Mary, '93; Pacific City, Iowa.  
 Barbour, L. N., '09; Tabor, Iowa.  
 Barbour, Zilpah E., '10; Tabor, Iowa.  
 Barnes, Mary (Mrs. H. H. Woolman), '96; Ames, Iowa.  
 Barnes, E. W., '01; Wickford, R. I.  
 Barnes, C. R., '03; Shenandoah, Iowa.  
 Barnes, Ben S., '06; Shenandoah, Iowa.  
 Barnes, Bertha, '06; Deceased.

- Barnes, Royl S., '08; Dell Rapids, S. D.  
Baylor, Senah (Mrs. M. K. Keenan), '86; 1062 21st street,  
Des Moines, Iowa.  
Barry, A. E., '96; 517 Laurel Drive, Everett, Wash.  
Beckett, W. A., '89; Malvern, Iowa.  
Birchard, Della (Mrs. Theron Colby), '06; 3013 Racine  
Avenue, Chicago.  
Blackshear, E. L., '81; Prairie View, Texas.  
Blair, G. B., '02; Sioux City, Iowa.  
Boyd Grace, '07; Creston, Iowa.  
Brintnall, Edna (Mrs. J. K. Sheldon), '84; New Ply-  
mouth, Idaho.  
Brintnall, W. A., '88; Timber Lake, S. D.  
Briggs, Carrie E. (Mrs. J. M. Cumings), '78; Farragut,  
Iowa.  
Brothers, Alice E. (Mrs. E. L. Keckley), '78.  
Brooks, G. E., '85; 2686 W. Pico street, Los Angeles, Cal.  
Brooks, Edith M. (Mrs. E. D. Brooks), '86; 1779 James  
avenue, South, Minneapolis, Minn.  
Brooks, E. W., '86; 1062 21st street, Des Moines, Iowa.  
Brooks, Ed D., '88; 1779 James avenue, South, Minneap-  
olis, Minn.  
Brooks, Helen A., '90; 810 N. Bonnie Brae St., Los  
Angeles, Cal.  
Brooks, R. C., '91; Walla Walla, Wash.  
Brooks, Anna P., '97; 810 N. Bonnie Brae St., Los  
Angeles, Cal.  
Brown, G. A., '06; Grinnell, Iowa.  
Buffington, Lizzie (Mrs. E. S. Bogart), '78; Glenwood,  
Iowa.  
Barnum, Georgie B., '80; deceased.  
Burkett, E. J., '90; 1544 B street, Lincoln, Neb.  
Burnham, Ruth (Mrs. E. D. Cone), '96; Momence, Ill.  
Campbell, Alice, '11; Griswold, Iowa.  
Carpenter, Lillie J. (Mrs. J. E. Todd), '73; 113 Park  
street, Lawrence, Kas.  
Case, A. B., '78; San Buenaventura, Chihuahua, Mexico.  
Chambers, Effie, '93; Kessab, Via Latakia, Turkey, care  
Dr. Balph.

- Clark, Florence (Mrs. F. Richel), '95; Goddard, Kans.  
Clark, Grace Winifred, '10; Adams, Neb.  
Colby, Emily (Mrs. M. C. Gaston), '01; Tabor, Iowa.  
Colby, Howard Campbell, '10; Tabor, Iowa.  
Corkey, Alex, '02; Wayne, Neb.  
Coy, Ramona Ortega, '10; Farragut, Iowa.  
Crose, Mabel (Mrs. Fred Rowland), '03; 810 McClay street, Santa Anna, Cal.  
Cully, R. C., '97; 2214 Morningside avenue, Sioux City, Iowa.  
Cummings, B. I., '70; Tabor, Iowa.  
Cummings, Lucy (Mrs. Geo. Lindsay), '70; Shellsburg, Iowa.  
Cummings, C. B., '99; Mechanicsville, New York.  
Cummings, Alta (Mrs. Elmer Galt), '04; Pau Ting Fu, China.  
Cummings, A. B., '09; Tabor, Iowa.  
Cunningham, Lillian A (Mrs. H. M. Nease), '10; Sigourney, Iowa.  
Cunningham, Ethel, '11; Malvern, Iowa .  
Curtis, Ethel, '07; Atlantic, Iowa.  
Dalton, Fannie M. (Mrs. E. T. Rice), '80; Boise, Idaho.  
Dalton, Wm. H., '80; 1933 Holmes street, Lincoln, Neb.  
Davis, Edith (Mrs. G. R. Gaston), '00; Glenwood, Iowa, R. F. D.  
Day, C. M., '86; 631 W. 10th street, Sioux Falls, S. D.  
Day, Geo. A., '82; 1310 S. 34th street, Omaha, Neb.  
Day, Mary E. (Mrs. E. B. Edgar), '82; 3609 Dupont Ave., Minneapolis, Minn.  
DeLong, T. W., '73; Ainsworth, Neb.  
Disbrow, H. A., '73; deceased.  
Drake, Sylvia (Mrs. R. C. Brooks), '94; Walla Walla, Wash.  
Duncan, Gertrude (Mrs. Will Morris), '02; Wayne, Neb.  
Edgar, E. B., '82; 3609 Dupont Ave., Minneapolis, Minn.  
Ehlers, H. O., '09; Omaha, Neb.  
Ellis, Dora A. (Mrs. W. A. Wyman), 1716 Capitol ave., Cheyenne, Wyo.  
Ellis, Harriet S. (Mrs. Q. C. Todd), '76; Tabor, Iowa.

- Ellis, Ella M. (Mrs. J. C. Tipple), '76; Tabor, Iowa.  
Ellis, W. M., '82; Endeavor, Wis.  
Ellis, P. V., '08; Y. M. C. A., Omaha, Neb.  
Ellis, R. B., '09; Tabor, Iowa.  
Fairfield, Louise (Mrs. E. E. Harris), '94; Grinnell, Iowa.  
Farnham, Harriet A., '86; deceased.  
Faurote, Elsie (Mrs. E. C. Schneider), '99; 218 E. Uintah street, Colorado Springs, Colo.  
Field, Jessica, '03; Clarinda, Iowa.  
Foote, Myrtle, '94; Corning, Iowa.  
Fordyce, Margaret, '08; 115 W. Jefferson street, Creston, Iowa.  
Foss, Lina (Mrs. W. W. Leedham), '01; 4279 King street, Denver, Colo.  
Foss, Marie (Mrs. E. M. Witt), '02; Los Angeles, Cal.  
Frazier, E. G., '00; 37 Thayer street, Rochester, New York.  
Frisk, E. E., '96; Pierre, S. D.  
Galpin, M. C., '11; Oakland.  
Galt, H. S., '95; Tung Chow, China.  
Galt, E. W., '06; Pau Ting Fu, China.  
Gaston, Abbie (Mrs. Henry Sheldon), Paola, Kans., R. 5.  
Gaston, Alonzo A., '02; 2821 Colby avenue, Everett, Wash.  
Gaston, Cora E. (Mrs. W. G. Rice), '86; Hanford, Cal.  
Gaston, Ellen M. (Mrs. R. W. Hurlbutt), '87; Tabor, Iowa.  
Gaston, Emily C. (Mrs. W. C. Vinton), '82; Pacific City, Iowa.  
Gaston, Geo. R., '01; Glenwood, Iowa, R. F. D.  
Gaston, H. Maria (Mrs. Asbury McPherrin), '70; deceased.  
Gaston, Lillie J. (Mrs. J. H. Robbins), '91; 2296 W. 22d street, Los Angeles, Cal.  
Gaston, Myron C., '01; Tabor, Iowa.  
Gates, M. H., '75; deceased.  
Glover, Anna (Mrs. H. T. Woods), '73; Tabor, Iowa.  
Glover, Pillie (Mrs. G. F. M. Chessington), '73; Thermopolis, Wyo.



- Glover, Florence A. (Mrs. C. E. Noyes), '90; Louisville, Neb.
- Geer, L. Mary, '86; Claremont, Cal.
- Gilliland, Bess (Mrs. R. B. Robinson), '05; Stevensville, Mont.
- Gilliland, Gwendolen, '03; Tabor, Iowa.
- Gilliland, Pearle (Mrs. Jacob Hall), '02; Beaver Creek, Minn.
- Goddard, W. W., '86.
- Grass, Frances, '09; Tabor, Iowa.
- Graham, J. R., '89; Malvern, Iowa.
- Green, Frank E., '11; Malvern, Ia.
- Greenwood, Clara, '02; Tabor, Iowa.
- Hall, C. L., '99; Tabor, Iowa.
- Hamilton, Lora (Mrs. Wm. Richards); 419 Tilden St., Holdridge, Neb.
- Hanley, Catharine (Mrs. Lavelly), '08; Corning, Iowa.
- Harney, E. W., '85; deceased.
- Harris, E. E., '91; Grinnell, Iowa.
- Hart, Theta (Mrs. C. F. Findley), '87; Otho, Iowa.
- Hatton, C. B., '95; Sidney, Iowa.
- Hawley, Gertrude (Mrs. Earnest Greenwood), '96; Randolph, Iowa.
- Hawley, Grace, '04; 215 N. Rock St., Centralia, Wash.
- Helfenstein, Claire, '07; East Peru, Iowa.
- Hill, E. S., '74; National City, Cal.
- Hill, L. A., '85; 215 Eleventh street, Mason City, Iowa.
- Hill, V. B., '91; Hetland, S. D.
- Holmes, J. G., '99; Salida, Col.
- Hopkins, J. M., '80; deceased.
- Houghton, E. L., '76; South Boston, Mass.
- Houghton, W. C., '84; 23 School street, North Waltham, Mass.
- Housel, C. L., '04; Ansley, Neb.
- Howard, Chas., '91; Comstock, Neb.
- Howard, Anna M., '07; Flint, Mich.
- Howard, Hermie, '07; Redfield, S. D.
- Hughes, Nettie, '02; Peking, China.
- Hume, Bernie Field, '11; Tabor, Iowa.



- Hunter, Robt., '85; deceased.  
Hurlbutt, C. A., '03; Big Horn, Wyo.  
Huston, Mabel (Mrs. H. C. Kettell), '00; Jefferson, Iowa.  
Ickis, Carl R., '90; deceased.  
Ickis, W. H., '91; deceased.  
Ide, Alice (Mrs. Jas. Moore), '01; 30 Walnut street, East Providence, R. I.  
Jaffers, Emily R (Mrs. W. A. Brintnall), '90; Timber Lake, S. D.  
Jewell, Frances, '03; Tabor, Iowa.  
Jewell, Susan B., '04; Tabor, Iowa.  
Johnson, P. A., '93; Grinnell, Iowa.  
Johnson, Glenn L., '11; Tabor.  
Keenan, Alice (Mrs. F. M. Sheldon), '00; Madison, Wis.  
Koester, Minnie L., '10; Tecumseh, Neb.  
Koike, Jitsuye, '10; Wellesley, Mass.  
Kealing, H. T., '81; W. U. Station, Kansas City, Kas.  
Kellogg, A. E., '73; 431 10th ave., San Francisco, Cal.  
Kilburn, Ella, '90; deceased.  
Kilpatrick, Lulu, '08; Dennison, Iowa.  
Laird, Fred C., '03; Fremont, Neb.  
Laird, Belva (Mrs. B. B. Miller), '06; Tabor, Iowa.  
Lawrence, Margaret, '91; Tabor, Iowa.  
Lawrence, Grace, '01; 219 South Broadway, Los Angeles, Cal.  
Lehmann, F. W., '73; 10 Benton Place, St. Louis, Mo.  
Lewis, Ivy (Mrs. G. S. Henderson), deceased.  
Long, F. W., '94; Tabor, Iowa.  
Loose, I. A., '84; Thurman, Iowa.  
Lundeen, Romie E., '03; Tabor, Iowa.  
Lybe, Leona, '05; Dunlap, Iowa.  
Marshall, Herma Gail, '11; Arlington, Neb.  
Matthews, Ben H., '96; Denver, Colo.  
Matthews, Bertha (Mrs. C. E. Jones), '88; Tabor, Iowa.  
Matthews, Pearl, '96; deceased.  
Merritt, S. A., '84; deceased.  
Merwin, Abbie G. (Mrs. W. F. Chambers), '92; Owatonna, Minn.  
Morris, Jas., '70; Johnstown, Neb.

- McDaniell, Thos., '10; Sidney, Iowa.  
Morrison, Mattie, '04; Osage, Iowa.  
Moulton, Elsie (Mrs. Shirley Gilliland), '86; Glenwood, Iowa.  
Moulton, Louise (Mrs. E. G. Frazier), '98; 37 Thayer street, Rochester, N. Y.  
Munsinger, A. J., '85; Malvern, Iowa.  
Munsinger, Mina V. (Mrs. B. F. M. Blake), '83; Malvern, Iowa, R. F. D.  
Murphy, J. H., '91; deceased.  
McAllister, H. I., '09; Milwaukee, Wis.  
McClelland, Myra, '95; Tabor, Iowa.  
McCredie, Anna, '94; Wadsworth, Ill.  
McKenzie, A. J., '98; Woodbine, Iowa.  
McPherren, A. S., '70; Redlands, Cal.  
Nordquist, Emma (Mrs. C. V. Anderson ), '96; Red Oak, Iowa.  
Osborn, S. A., '75; deceased.  
Osborn, Belle (Mrs. B. L. Webber), '79; McCook, Neb.  
Osborn, Cylda H., '96; Opera House Bldg., Denver, Colo.  
Osborn, Fred F., '99; deceased.  
Osborn, Bess F., '02; 1719 South Figueroa street, Los Angeles, Cal.  
Palmer, Viola, '95; New York City, N. Y.  
Palmer, Fred E., '98; Fort Worth, Texas.  
Pangburn, L. E., '76; 731 Elm street, New Haven, Conn.  
Payne, Mary B. (Mrs. H. B. Bates), '88; Orient, Iowa.  
Pfeiffer, L. O., '02; Law Dep't U. of N., Lincoln, Neb.  
Pinkerton, Maude (Mrs. Robt. Clarke), '86; Tabor, Iowa.  
Piper, Alice C. (Mrs. P. A. Johnson), '92; Grinnell, Iowa.  
Piper, Ella M. (Mrs. R. C. Cully), '96; Sioux City, Iowa.  
Pratt, W. R., '98; Washington, D. C.  
Prouty, E. N., '92; Berkeley, Cal.  
Redenbaugh, M. M., '07; 1021 Balmoral ave., Chicago, Ill.  
Reed, Luella, '98; Shenandoah, Iowa.  
Reed, Mary A., '04; 927 Iowa street, Grinnell, Iowa.  
Rhode, Eva Alice, '05; Tabor, Iowa.  
Rhode, Mabel Grace, '05; Tabor, Iowa.  
Rice, O. V., '74; Upland, Cal.

- Rice, Myra G. (Mrs. A. G. Case), '78; San Buenaventura, Chi., Mexico.
- Rice, Newton J., '84; 870 North Gordon street, Pomoma, Cal.
- Rice, Myrtle, '09; Tabor, Iowa.
- Ricker, Lillie (Mrs. Jackson), '97; Corning, Iowa.
- Robbins, Ida L., '90; 1941 B street, Lincoln, Neb.
- Schneider, E. C., '97; 218 Uintah street, Colorado Springs, Colo.
- Sexton, O. G., '75; corner Neb. ave., and 23d street, Tampa, Fla.
- Sheldon, Nancy E. (Mrs. Dan Sheets), '95; Lewis, Iowa.
- Sheldon, F. M., '98; 313 N. Charter st., Madison, Wis.
- Shepardson, Salome R., '70; Glenwood, Ia., R. F. D.
- Skaggs, H. H., '99; deceased.
- Somers, R. M., '87; Beulah, Colo.
- Speese, W. H., '95; Brookport, Ill.
- Stevens, Blanche I., '07; Sen Sen, Corea.
- Stevenson, J. O., '98; deceased.
- Sturgis, C. L., '78; Claremont, Cal.
- Sturms, W. M., '89; 19 Wisconsin st., Chicago, Ill.
- Sutton, M. C., '99; Manilla, Iowa.
- Sutton, J. B., '99; deceased.
- Swanson, Elizabeth Jean, '10; Tabor, Iowa.
- Swatman, B. F., '83; New Plymouth, Idaho.
- Taylor, G. W., '75; deceased.
- Teele, Anna R. (Mrs. H. C. Campbell), '87; Osceola, Neb.
- Teele, F. E., '86; deceased.
- Teele, Julia E., '86; 206 Hamilton st., New Haven, Conn.
- Thain, Edna, '96; Canton, Ill.
- Thornell, A. B., '73; Sidney, Iowa.
- Thornell, Susanna (Mrs. C. R. Barnes), '04; Shenandoah, Iowa.
- Thornell, Frances (Mrs. Homer Stevens), '06; Ft. Collins, Colo.
- Tipple, Vera A., '99; Godfrey, Ill.
- Todd, Margaret H. (Mrs. Jas. Currier), '70; National City, Cal.
- Todd, Q. C., '76; Tabor, Iowa.

- Todd, Ralph E., '05; Antigo, Wis.  
Todd, Lester Claire, '10; Y. M. C. A., Manila, P. I.  
Todd, Ethel May, '11; Music, Redfield, S. D.  
Tolman, Marie (Mrs. L. B. Avery), '84; San Jose, Cal.  
Torrence, Jas. S., '93; Joliet, Mont.  
Tourtelotte, Bessie, '08; Vinton, Iowa.  
Tuey, Jennie (Mrs. H. O. Ehlers), '09; Omaha, Neb.  
Tuttle, Clara (Mrs. C. B. Cummings), '00; deceased.  
Warner, Katharine (Mrs. Alva Bell), '04; Tabor, Iowa.  
Watkins, Josie (Mrs. Shaw), '83; deceased.  
Webber, B. L., '89; McCook, Neb.  
Wells, L. R., '97; 9 Cutler avenue, Cambridge, Mass.  
Wells, Winifred (Mrs. Crowl), '94; Lincoln, Neb.  
Wenstrand, Carl Gustavius, '10; 4030 Lindell Boulevard,  
St. Louis, Mo.  
West, Irene (Mrs. J. M. Barbour), '75; Santa Barbara,  
Cal.  
West, Lester L., '75; Everett, Wash.  
West, Louise (Mrs. H. S. Galt), '95; Tung Chow, China.  
West, Irene (Mrs. L. R. Wells), '99; 9 Cutler avenue,  
Cambridge, Mass.  
West, Alice (Mrs. E. W. Cole), '99; Huntington, Ind.  
West, Mabel C., '02; Claremont, Cal.  
Wilkins, Eunice (Mrs. C. Williams), '06; 1124 Bryn  
Mawr avenue, Chicago, Ill.  
Williams, Myrtle (Mrs. A. M. Darling), '92; Oktaha, Okla.  
Williams, Daisy (Mrs. Wm. Trunkfield), '96; Upland, Cal.  
Williams, Fern, '03; Clinton, Iowa.  
Williams, B. H., '04; Butte, Mont.  
Williams, Joyce, '08; Tabor, Iowa.  
Williams, Ralph Forrester, '08; Tabor, Iowa.  
Williams, Ralph, '10; care Myers & Dillon Drug Co.,  
Omaha, Neb.  
Winchell, Elizabeth, '08; 515 Waverly street, Palo Alto,  
Cal.  
Wood, H. N., '83; Omaha, Neb.  
Woods, Eva L. (Mrs. O. V. Rice), '73; Upland, Cal.  
Woodlands, Eula, '05; Salem, N. D.  
Woodruff, Emma Louise, '05; Yankton, S. D.

- Woodruff, Geraldine, '06; Glenwood, Iowa.  
Worsley, Olive, '08; Red Oak, Iowa.  
Wright, Frances (Mrs. C. L. Sturges), '79; Claremont,  
Cal.  
Wright, C. C., '83; Legal Dept. C. & N. W. Headquarters,  
Chicago, Ill.  
Wyant, Millard John, '10; Paris, Mo.  
Wyman, W. A., '76; 1716 Capital ave., Cheyenne, Wyo.  
Young, May, '02; San Fernando, Pampanga, P. I.  
Young, Myrtle (Mrs. T. E. Borden), '01; San Fernando,  
Pampanga, P. I.

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